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Socializing youth for adult citizenship roles: the youth citizenship seminar

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SOCIALIZING YOUTH FOR ADULT CITIZENSHIP ROLES: THE YOUTH CITIZENSHIP SEMINAR

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organization Change

by

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Margaret J. Weber, Ph.D. – Dissertation Chairperson

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VITA

Melvin L. Musick

EDUCATION	BA – Political Science/Education – Hamline University – 1975 MS – Public Administration – CSULA – 1992
ACCOMPLISHMENTS	Retained by business, governments, foundations, and non-profit organizations to conduct applied research, policy analysis, program evaluation, executive coaching , technical writing, and implementation studies as a member of multidisciplinary teams. Responsible for coordinating organizational planning and fiscal functions, including data gathering and analysis to inform and implement a comprehensive strategic plan of United Way of Greater Los Angeles. Coordinated initial planning, fiscal and assessment functions of a statewide California Wellness Foundation-sponsored project to strengthen the health and employment status of residents living within ten under-served communities in California. Directed a region-wide alcohol and other-drug prevent program and policy evaluation protocol located in the Los Angeles Unified School District, Culver City Unified School District, Burbank Unified School District, Santa Monica College, and West Los Angeles College. Created and implemented a citywide public/private sector collaborative of Los Angeles City and County agencies and five Continuation High Schools in the Los Angeles Unified School District. Functioned as organizational and program development official in the Los Angeles City Mayor's Office of Youth Development. Directly responsible for managing a citywide collaborative of sixty local non-profit organizations.
EMPLOYMENT HISTORY	Principal Consultant – Organizational Concepts. Director of Corporate Agency Relations – United Way of Greater Los Angeles Program Manager – Didi Hirsch Community Mental Health Executive Director – Los Angeles Cities in Schools, Inc. Deputy Director – Mayor's Office, City of Los Angeles

WORK HISTORY

ORGANIZATIONAL CONCEPTS **1996 to Present**
Principal Consultant

- Uses applied research methodology to manage and conduct evaluation research, assess program implementation, and to capture lessons learned, outcomes, and impacts;
- Provides continuous high quality support to enhance the mission of organizations by developing, capturing, and communicating useful and usable information for key stakeholders and other audiences;
- Provides direction and support to executive and managers as an integral part of program design and implementation;
- Links research to communications, marketing, organizational learning, and public policy; and
- Assists organizations in increasing the capacity to learn from interventions and increase the use of learning to advance organizational goals.

Partial Listing of Engagements:

Japanese American National Museum; Winthrop Rockefeller Foundation; The California Endowment; City of Santa Monica; National Center for the Preservation of Democracy. Community Development Department – City of Los Angeles: Research and policy analysis to secure federal and state funding on behalf of the Los Angeles City Human Services Delivery System. **Commission for Children, Youth, and Their Families-City of Los Angeles:** Organizational development, research, fiscal analysis, budgeting and vendor payment facilitation, data analysis, and training to facilitate a citywide juvenile justice training and resource development project. **Los Angeles Zoo**– Summative program evaluation of Zoo Mobil--school-linked educational program. **Los Angeles Community Redevelopment Agency –** Research, policy analysis, and proposal writing to secure federal state and local funding on behalf of City redevelopment projects. **Santa Monica Museum of Modern Art** - Design visitor and membership surveys, conduct quantitative data analysis, and write interpretative reports. **Descanso Gardens** - Design visitor and membership surveys, conduct quantitative data analysis, and write interpretative reports. **Long Beach Museum of Art/Museums without Walls** - Design surveys, conduct quantitative data analysis, and write interpretative reports. **Los Angeles County Museum of Art** - Multi-year program evaluation: Design visitor and membership surveys, conduct quantitative and qualitative data analysis, write, and present interpretative reports.

All Saints Church – Conduct survey data analysis and write interpretative reports. **J. Paul Getty Information Institute –** Qualitative program evaluation. **Performing Tree** – Conduct summative program evaluation and written presentation of findings. **YWCA of Pasadena** – Conduct strategic planning, organizational development activities, and a formal presentation of findings. **Avalon-Carver Community Center** – Conduct strategic planning and organizational development activities and presentation of findings. **Natural History Museum Foundation of Los Angeles County** – Summative program evaluation of Earthmobile and Seamobile educational programs. **California Wellness Foundation** - Initial program planning, grantee selection, proposal reviews, and analysis of under served communities in California. **Los Angeles County Transportation Foundation** – Research and data gathering and analysis to create a multi-year strategic plan. **Los Angeles County Office of Alcohol and Drug Programs** - Grantee selection, proposal reviews, analysis of under served communities. **California Community Foundation** – Backus Reproductive Health Initiative - Initial program planning, grantee selection, proposal reviews, and analysis of under served communities.

UNITED WAY OF GREATER LOS ANGELES **1992 to 1995**
Director of Corporate Agency Relations / Corporate Planning Department

Responsible for planning processes and collaborative approaches to managing relationships with executive directors and governing board members of 250+ non-profit organizations in Greater Los Angeles during implementation of strategic plan. Responsible for facilitating compliance of member organizations with United Way policies and standards and the California Corporations Code.

Leveraged relationships, contacts, and resources to develop funding and other resources for member nonprofit organizations. Assisted local nonprofit organizations in maintaining their funding status as member organizations of United Way.

Coordinated, as the liaison to six United Way regions throughout Los Angeles County, the input of 250+ non-profit organization executives and governing board members, to existing policies and standards. Responsible for written reports and studies regarding internal management, organizational development, and fund development issues for decision-making by the corporate board of directors.

Organized and convened 35 dialogues among organization executive directors and governing board members to strengthen and nurture funding relationships, and to develop new policies. Responsible for conducting studies to identify issues of under served populations in Greater Los Angeles, and presenting findings to public audiences.

Provided staff support to several corporate committees of the United Way Board of Directors including the Corporate Agency Services Committee, the Corporate Council of Organization Executives and the Corporate Fund Distribution Committee.

DIDI HIRSCH COMMUNITY MENTAL HEALTH CENTER **1989 to 1992**
Program Manager - Prevention Programs

Responsible for maintaining and administering alcohol and drug prevention programs to decrease exposure to controlled substances among students in local community colleges, primary, and middle schools. Responsible for maintaining funding from the Los Angeles County Office of Alcohol Programs; the Los Angeles County Drug Abuse Program Office; the State of California; and the Nancy Reagan Foundation.

Responsible for conducting, as a master trainer, National Institute on Drug Abuse (NIDA) sponsored training for 300+ health and human care professionals, educators, and government officials, in Alaska, California, Utah, and Washington, DC, regarding the health status of adolescents exposed to HIV-disease through their sexual practices. Training focused on professional health and human care providers with responsibility for youth development initiatives targeting under served populations.

In charge of developing a collaborative framework among three unified school districts (Los Angeles, Culver City, and Glendale), and two community colleges (West Los Angeles and Santa Monica) to address the health status of children, youth and their families regarding alcohol and other-drug use.

INDEPENDENT CONSULTANT **1985 to 1989**

Retained as consultant to local government, nonprofit organizations, and foundations with a focus on under served communities in Greater Los Angeles. Services included program and strategic planning, fund development, and special project implementation. Clients included Los Angeles City Mayor's Office/Office of Youth Development (Organizational development and project implementation), Southern Christian Leadership Conference (Organizational development and project implementation), Corporate headquarters of the National Council of Negro Women/African-American Family Reunion Celebration in Los Angeles (Leadership conference, site development, negotiating contracts with local vendors, and project implementation) and ANC Mother's Anonymous (Capacity building in local welfare rights organization).

CITIES IN SCHOOLS **1983 to 1985**
Executive Director

Created and implemented a citywide public/private collaborative of government, private foundations and community-based non-profit organizations, to develop a collaborative framework and program model to address the academic achievement of students residing in five under served Los Angeles neighborhoods.

Organized, convened and maintained funding relationships with the ARCO Foundation, the Los Angeles Unified School District (LAUSD), United Way of Greater Los Angeles, the Los Angeles Times Mirror Foundation, the Los Angeles City Mayor's Office, Los Angeles County Departments of Mental Health, Probation and Public Social Services, and the Los Angeles Police Department (LAPD). Responsible for an array of administrative functions, including personnel management and fiscal affairs, consistent with the mission and objectives of Cities in Schools.

MAYOR'S OFFICE -- CITY OF LOS ANGELES **1979 to 1983**
Deputy Director / Office of Youth Development

Responsible for coordinating a city-wide public/private sector collaborative to strengthen organizational capacity in 65 private, local non-profit organizations, that focus on children, youth, and their families in six under served regions of Los Angeles (the San Fernando Valley, East, West, south-central, Harbor and Central Areas).

Managed relationships with federal and state officials regarding program implementation and impact. Prepared studies and reports for funders and public audiences. Responsible for encouraging the adoption of the concept of youth advocacy and participation as a pragmatic approach to youth development and community building in Los Angeles neighborhoods. Coordinated an array of administrative functions, including personnel management and fiscal affairs, consistent with the mission and objectives of the Office of Youth Development.

SPECIALIZED TRAINING
Class II Leadership Southern California (CORO)
Arts Inc. Leadership Training Fellow
United Way of America – National Academy for Management Training

HONORS
Member, Phi Kappa Phi Honorary Society

MEMBERSHIPS
American Evaluation Association (AEA)
Organizational Development Network (ODN)
Academy of Management (AOM)

ABSTRACT

This study reports the results of an online questionnaire administered to a sample of adults who participated in a weeklong youth citizenship seminar at a private Christian university between 1986 and 2006. Using constructs put forth by Westheimer & Kahne (2004a), the study finds that former seminar participants demonstrate noteworthy levels of *personally responsible* and *participatory citizenship*, but less involvement in *justice-oriented* citizenship activities. Voting by respondents who were exposed to political issues or discussions held in their home was significant at the <0.05 level. Voting by respondents whose parents were active politically was significant at the <0.01 level. The study is responsive to concerns regarding effective strategies for increasing the probability of adolescents becoming involved citizens as adults. The study also informs the discussion on the developmental roots of civic involvement, and further elaborates the link between adolescent involvement in youth programs and adult civic behavior.

Chapter 1

The Problem

Introduction

Social science scholars have given limited attention to the initiatives, strategies and programs through which many adolescents acquire their civic competence (Benson & Saito, 2000; Barber, Eccles, & Stone, 2001; Flanagan & Faison, 2001; Flanagan, 2003; Althof & Berkowitz, 2006). Various organizations (e.g. schools, clubs, youth serving programs, associations) devote vast resources to socializing young people through their adolescence to their status as adult citizens (Hanks & Eckland, 1978; Hanks, 1981; Van Horn, 2001; Kirlin, 2002; Kirlin, 2003; Pearson & Voke, 2003).

Among the programs, pedagogies, and methods that exist to socialize young people into self-sufficient adults, there is little consensus among scholars regarding the connection between adolescent era interventions and adult behavior. This lack of consensus among scholars extends to what adult citizenship means, the developmental experiences that inform adult civic behavior, or what individuals actually do to make their citizenship activities evident to observers (Glanville, 1999; Dudley & Gitelson, 2002; Sherrod, Flanagan, & Youniss, 2002; Lewis, 2003; Westheimer, 2004; Westheimer & Kahne, 2004a, 2004b; Cohen, 2006). In addition, the many pathways from adolescence to adulthood largely manifest as both reciprocal and dynamic interactions between young people and their social environment, a realm that poses considerable challenges to those who study such interactions (U. S. Department of Health and Human Services, 1997; Lerner, Brentano, Dowling, & Anderson, 2002; Lerner, 2005).

From a developmental perspective, these pathways encompass a behaviorally complex age range, which begins as early as age 11 and extends well beyond age 18 (Pittman & Irby, 1995; Youniss & Yates, 1997; Witt, 2002; Youniss, 2005). The current scholarly literature largely focuses on examining programs that socialize young people through public and private schools and organized extracurricular activities (Haensly, Lupkowski, & Edlind, 1986; Ladewig & Thomas, 1987; Glanville, 1999; Kirlin, 2003), and civic education in schools (Carnegie Corporation of New York and The Center for Information and Research on Civic Learning and Engagement (CIRCLE), 2003; Levinson, 2005; Syvertsen, Flanagan, & Stout, 2007).

The breadth, intensity, and context of the current scholarly literature indicates that school-based and extracurricular activities are put forth to advance the likelihood that young people will pursue active involvement in their communities when they reach adult status. Whether participation in school-based and other extracurricular activities influences involvement in communities throughout adulthood is the subject of considerable scholarly inquiry, and remains largely unresolved (Dynneson, 1992; Ayala, 2000; Benson, Mannes, Pittman, & Ferber, 2004; Galston, 2004; Balsano, 2005; Flanagan, Gallay, Gill, Gallay, & Nti, 2005). Consequently, attempts by scholars, practitioners, and thoughtful observers to elaborate the strategies, programs, and interventions through which adolescents acquire their understanding of social life and prevailing arrangements, and the connection of those efforts to adult behavior remains a vexing and controversial endeavor (Smith, 1999; Stoneman, 2002; Damon, 2004; Frisco, Muller, & Dodson, 2004; Hamilton, Hamilton, & Pittman, 2004; Devaney, O'Brien, Tavegia, & Resnik, 2005; Larson, Hansen, & Moneta, 2006; Levine, 2007).

Background of the Problem

American civic life reflects democratic values and behavior rooted in ideas found among early American thinkers including John Locke, Thomas Jefferson, and James Madison (Friedrich, 1942; Dynneson, 1992). Scholars and thoughtful observers who think critically of American democratic values and civic life in the United States (e. g. Putnam, 1995, 1996; Brady, Schlozman, & Verba, 1999; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Carpini, 2004), draw on these ideas to examine the programs and strategies used to create citizens whose lives may include efforts to preserve American democratic society.

Integral to examining various programs and strategies is an understanding of the adolescent era. Such examinations yields an understanding of the complexity of that era and the many developmental experiences that occur across the various types of organized activities that involve transforming young people into functional adult citizens (Hart & Atkins, 2002; Silliman, 2004; Lerner, 2005; Sherrod, 2005; Rose-Krasnor, Busseri, Willoughby, & Chalmers, 2006; Scales, Benson, & Mannes, 2006).

Scholars Westheimer & Kahne (2004a), for example, believe that the emphasis on conveying traditional American democratic values reflects a political orientation worthy of critical examination, and raises questions about the skill-set that citizens need for making democracy to flourish. As a result, the ways that youth learn to act as citizens within American society, and the ways that young people learn of existing strengths and weaknesses of existing societal arrangements, are behaviorally distinguishable program outcomes along no less than three dimensions: personally responsible citizens, participatory citizens, and justice-oriented citizens (pp. 263-265).

Although scholarly efforts include the examination of many programs that show that developing adolescents for later civic involvement as adults is useful strategy for schools and extracurricular programs (Beck & Jennings, 1982; Flanagan & Gallay, 1996; Stoneman, 2002; Larson, 2006), the degree to which such involvement by adolescents actually influences their later involvement in civic affairs as adults remains largely unknown (Flanagan, 2003; Zaff, Malanchuk, Michelsen, & Eccles, 2003; Haste, 2004; Flanagan, et al., 2005). There are, however, scholars whose research makes a more explicit connection between early life and later adult involvement, thereby, expanding the discussion of citizenship development (Sherrod, et al., 2002; Sherrod, 2005).

American Citizenship

American history shows that the founders used national origin and gender to restrict full citizenship to white males of European descent. Additionally, the founders gave the states the power to determine who would participate in American life as full citizens. Not until 1868, with the passage of the 14th Amendment, did African Americans receive recognition as full American citizens, thereby, giving them the right to vote. Women had to wait another 32 years more years and the passage of the 19th Amendment in 1920 before obtaining their right to vote. Twenty more years would pass before the United States Congress would act to recognize Native Americans as full citizens in 1940. Despite the action of Congress, an additional seven years would pass before all states granted Native Americans the right to vote in 1947 (Bennett Jr., 1984). Against the background of American history, status as a citizen, accompanied by full voting rights, remains a coveted possession to residents of the United States.

According to scholar-philosopher, Mortimer J. Adler, in *We Hold These Truths – Understanding the Ideas and Ideals of the Constitution* (1987), founders of the United States created it as a republic, in which all power and authority derive from individuals defined as citizens. The Constitution of the United States codifies the intent of the founders to create a republican form of government and manifest the role of citizen as a permanent, cornerstone feature of American national government

The executive, judicial, and legislative branches of this national government are the means through which American citizens collectively govern themselves, informed by the Constitution. The republican form of government vests citizens with ultimate and irrevocable power over its nature and purpose, including its structure and methodology. Citizen status is required of those who serve as public officials in the three branches of government, thereby, providing those who do serve in public organizations with authority to act on behalf of all citizens collectively. Accordingly, Adler (1987) concludes, “citizenship is the primary political office under a constitutional government” (p. 18).

Noted education scholar Helen Haste (2004) finds that once a Western democracy sufficiently evolves and establishes its methods and process to determine who can and who cannot become a citizen, the structure that supports these processes and mechanisms, once evolved, will remain largely unchanged. The relatively stable circumstances that result from these methods and processes inform a structure—and related steps—which enables individuals to vote; to organize and to advocate for their concerns, and to participate in various organizations and programs that are morally engaging and ideologically consistent with their individual beliefs—all important antecedent factors in the development of individuals as citizens.

The Youth Citizenship Seminar

Now in its 30th year, the Pepperdine University-based Youth Citizenship Seminar (YCS) annually convenes approximately 250 high school juniors drawn from over 500 California high schools to participate in a five-day, in-residence extracurricular youth development experience (The 28th Annual YCS Seminar Brochure, 2005). The program connects students with national and local leaders to engage in thoughtful consideration of topical issues that affect the lives of young people and pose considerable challenges to the future of American citizens. The purpose of YCS is to enhance the awareness of student participants to the origins and related social, economic and cultural principles of the United Sates, which poses a challenge to young people to accept roles as active informed citizens when they reach adult status.

Dr. Charles Runnels, Pepperdine University Chancellor, created and actively facilitates YCS each year, with the support of several volunteer program counselors. The counselors are themselves former YCS participants who contribute their time as an act of reinvestment to enhance the experience and learning of new cadres of students. All participants receive scholarships to cover the cost of the seminar, including program materials, tuition, meals, and dormitory residence. The chancellor's office informs participating schools that YCS is appropriate for students who manifest leadership ability as observed from involvement in their class, school clubs and organizations, team sports, and student body activities. An annual letter sent to Southern California schools to encourage the nomination of students conveys the notion that YCS participation is for all students who are likely to become active citizens, and who have an inclination to prompt others for involvement in their communities.

YCS records show that many former participants have expressed the positive impact of the seminar on their lives and attribute much of their individual growth and success to that participation. However, an examination of existing patterns of civic involvement by former seminar participants has not been the subject of critical or systematic inquiry. Accordingly, this study moves beyond anecdotal self-reports of success by former participants to systematically explore, as a research issue, the degree to which former YCS participants are actually involved in their communities.

Although religious affiliation is not a condition of participation in YCS, and Pepperdine University is nonsectarian and independent, the university is Christian, and pursues academic excellence within the context of Christian values. Moreover, as a place of faith, YCS operates in a community that celebrates the ethical and spiritual ideals manifested in the Christian faith. The university faith environment exists as a means to experience the seamlessness of both educational and divine processes, while developing the capacity of students to grow intellectually, and due to that growth, an enhanced ability to hear the call to pursue a life of service and leadership. According to Dr. Runnels:

> YCS provides young people with an environment to explore the foundations of this country's heritage, values, and traditions. These factors allow American citizens to face the many challenges to its way of life, especially in the international arena. In a mere five days, these youth will strengthen themselves by meeting some of America's most outstanding citizen. These guest citizens provide support to participants as they learn to understand what it means to be an American, and what they must do as young people to prepare themselves for a life of service and leadership (The 28th Annual YCS Seminar Brochure, 2005).

Some scholars link rich program contexts to the positive development of young people (Benson & Saito, 2000; Larson, et al., 2006). These program contexts serve to motivate young people to explore their identity (Youniss & Yates, 1997), acquire skills that assist them in achieving their goals (Larson, et al., 2006). These program contexts also allow participants to develop emotional skills to manage their feelings effectively, expand their peer network by making new social connections and increase their skill in working with others (Yates & Youniss, 1996; Catalano, et al., 2002; McIntosh, 2006; Meltzer, Fitzgibbon, Leahy, & Petsko, 2006).

YCS draws on an educational framework created by the Chancellor. The framework consists of bringing young people and successful adult Americans together in a rich program context to learn more about themselves and their peers, and to develop new skills. Adults serve as guest faculty, drawn from an assortment of professions, all of whom who possess compelling personal stories to share with participants about how the American way of life has fueled their success and provided them with the strength to face and overcome many personal challenges.

Participants chose a specific cohort and residence, thereby, enabling each participant with the chance to get to know many of their peers quite well, and those outside the cohort, somewhat less. Each cohort has two to three program counselors, who live with participants on campus, accompany participants during meals and activities, and facilitate the involvement of participants throughout the five-day program. Therefore, each participant's enthusiasm and active involvement derives from ongoing interaction among participants and adults, expressed in creative presentations and thoughtful dialogue among all involved.

Informed by issues raised by guest faculty, participants select topical issues and dilemmas to explore in-depth among their cohort, plan recreational and reflective activities based on explorations to share among other participants, and to share during two major culminating events. The culminating events include the parents of participants, evening attire by all, a participant talent show and banquet presentation of personal testimonials and experiences. Although program participants, counselors, and guest faculty both interact and work collaboratively throughout each day of the program, there is a clear line of behavioral demarcation in roles and expectations of program participants, counselors, advisors and staff.

Counselors are themselves former YCS participants. The process for their selection includes the recommendation of the volunteer program director, input from other counselors and former program participants, the ability to devote considerable time to planning activities before the program, and to live among participants throughout the program. Counselors are accessible, available to participants as confidants, and seek to provide participants with guidance and support, both during and beyond the program.

YCS reinforces the belief among participants that they can make a difference in whatever path they choose for their lives. The belief is that participants, along the way, will find opportunities to benefit themselves, and opportunities to take effective action in their communities, alone, or with others. Making a difference in life, through lifelong learning, leadership, and community involvement, from the YCS perspective, requires identification with American values and heritage, exemplified by YCS counselors—themselves former participants, Chancellor Runnells, and the seminar's many distinguished guest speakers. The choice of making a difference in life affirms the principles on which YCS rests, allows participants to experience a more fulfilling life experience, and enhances their opportunities.

Purpose and Importance of the Study

Implicit in several positive youth development programs is a common goal: targeting the thinking and behavior of individuals in their adolescent years to influence their thinking and behavior as adults (People for the American Way, 1989; Hart, Atkins, Markey, & Youniss, 2004; Levinson, 2007). Among these efforts are several structured programs that focus on exposing young people to the benefits of a way of life based on American values (The 28th Annual YCS Seminar Brochure, 2005).

Those efforts also include the cultivation of an interest and appreciation among American young people about the rights and responsibilities inherent in being a citizen of the United States (Dudley & Gitelson, 2002) and socializing young people into self-sufficient, positive, and socially responsible adults, consistent with American traditions (Verba, Schlozman, & Brady, 1995). Accordingly, the role of the citizen in sustaining the American democratic way of life and the strategies put forth to determine what that role should be is the concern of many scholars and stakeholders of the United States.

The purpose of this study is to assist stakeholders of YCS determine whether and to what extent former participants actually become active citizens and then to classify their level of involvement using three dimensions of citizenship derived from a 2-year study of programs in the United States that aim to promote democracy (Westheimer & Kahne, 2004a). Evidence of the connections between early life experiences and adult behavior manifest throughout the human development literature (Pittman & Irby, 1995). These connections foster an investment of resources in education and other positive youth development programs that aim to develop young people into adults who participate as active citizens and preservers of society (Verba, et al., 1995).

American hegemony and democratic way of life partially manifest in the effort to socialize young people into adult citizens by providing them with an array of experiences and values (Carnegie Corporation of New York & CIRCLE, 2003; Carpini, 2004). Although policymakers actively encourage programs in schools and other youth serving organizations, with the intent to involve young people in political communities when they reach adult status (Flanagan & Gallay, 1996; Westheimer & Kahne, 2004a), the research community, in contrast to policymakers, has given little attention to the programs through which adolescents acquire their civic competence (Flanagan, 2003; Hart & Atkins, 2002; Sherrod, et al., 2002; Westheimer & Kahne, 2004a, 2004b; Balsano, 2005). However, efforts that strive to socialize young people in their adolescent years for roles in civic life are distinguishable, often manifesting within programs as ideology, and to an extent that has yet to be determined, reflects both "political choices with political consequences" (Westheimer & Kahne, 2004a, p. 237).

Effective youth programs have positive youth development at their core and build on solid human development principles, emphasizing those areas of pedagogy and program activities that support character development, leadership, and involvement with others (Lerner, et al., 2002). The adolescent era shows that inclinations for civic involvement arise during the adolescent era, between ages 14 and 25, a period during which significant experiences involving social relations and peer and family interactions manifest. The scarcity of scholarly knowledge regarding the congruence between adult involvement in civic affairs and adolescent involvement in positive youth development programs is partially due to limited program resources to study the behavior of former program participants when they become adults (Lerner, 2005).

Research Questions

Informed by the literature, this study examines four research questions. According to Sherrod (2005), "A civil society or democracy that supports freedom and social justice can only exist if that society supports and protects social institutions that afford liberty to all citizens, including youth and including the promotion of their positive development into engaged participants in that society" (p. 203). Consistent with these ideas, this study poses and examines the following research questions:

- To what extent are former YCS participants now civically engaged?
- To what extent are former YCS participants now personally responsible citizens?
- To what extent are former YCS participants now participatory citizens?
- To what extent are former YCS participants now justice-oriented citizens?

Conceptual Hypothesis

As derived from the research literature, this study puts forth a conceptual hypothesis regarding adolescent participation in extracurricular programs and adult citizenship behavior. The research literature suggests measurable connections between various experiences in the adolescent era and later involvement in the social life of communities during adult years (Verba, et al., 1995). Accordingly, the conceptual hypothesis of this study is that adolescents who participated in the Youth Citizenship Seminar (YCS), an extracurricular positive youth development activity, have become civically engaged citizens in their communities. To that end, the realm and level of civic involvement by former YCS participants can be determined and measured along specific dimensions found in the research literature, thereby, affirming American society's commitment to the promotion of positive youth development.

Clarification of Terms

This study features several terms: positive youth development, personally responsible, participatory, and justice oriented citizenship. Positive youth development are those initiatives—including parenting—that encourage strong relationships with adults, activities and experiences that help youth develop skill in social, ethical, emotional, physical, and cognitive domains including decision-making; interaction with peers; acquiring a sense of belonging. Such initiatives allow young people to experiment with their own identity, develop relationships with others, examine new ideas, and participate in the creative arts, physical activity, and health education (U. S. Department of Health & Human Services, 1997; Flanagan, & Sherrod, 1998; Pittman, Diversi, & Ferber, 2002; Benson, et al., 2004).

According to Westheimer & Kahne (2004a), personally responsible citizens act responsibly in his or her community by picking up litter, giving blood, recycling, obeying laws, voting, and staying out of debt. The personally responsible citizen contributes to food and clothing drives, volunteer to help those less fortunate, whether in a soup kitchen, park, or senior center. Westheimer & Kahne (2004a) further convey the notion that programs endeavoring to create personally responsible citizens also build character and personal responsibility by focusing on enhancing personal characteristics, such as honesty, integrity, self-discipline, and hard work. In contrast, the participatory citizen is active in all realms of civic affairs including national, state, and local domains. This citizen type—the participatory citizen—is the result of developmental experiences that prepare the individual to engage in collective activity, which is more often broader in scope than local community problems, and extends to active involvement in policy-making (p. 242).

Westheimer & Kahne (2004a) elaborate that justice-oriented citizens spend time involved in considering various opinions, arguments, and strategies, arguments, and the connection among numerous social, economic and political forces. Such a citizen is more apt to focus on the origins of social, economic, and political issues, and remain relatively unaligned with a particular political perspective. This citizen does not seek to convey a fixed set of truths regarding social circumstances, but to make a critical examination of the social and economic structure of American society. Among the outcomes sought by the justice-oriented citizen is the development of consensus among groups in support of influencing goals, often in controversial political arenas (p. 243).

Summary

This study contributes to both the popular (Putnam, 1995, 1996) and scholarly (Westheimer, 2004; Westheimer & Kahne, 2004a, 2004b; Balsano, 2005; Althof & Berkowitz, 2006) discussion of civic life in the United States and the programs (Zacharatos, & Barling, 2000; Stoneman, 2002) that aim to create citizens to sustain that life. That discussion and the efforts to contribute it, and may prove useful for those who suspect "that the market has become more pervasive during the past generation as organizing metaphor and as daily experience" (Galston, 2004, p. 263).

As shown in Figure 1, this study connects the realms of youth development and extracurricular programs manifest within the literature, examines former participants of YCS to measure the degree of their involvement in social and political communities along three dimensions. The significance of this research inquiry allows a determination to be made of whether citizenship involvement within both social and political realms is a function of participation in extracurricular youth development programs during the adolescence era.

A meaningful determination of connections between adolescent participation in extracurricular programs and adult involvement in dimensions of citizenship relies on the validity of the constructs found within the research literature and the reliability of the methods used to make connections explicit. Figure 1 depicts the approach used in this study to elaborate the connection between the research literature and relevant data provided by former YCS participants. This approach is responsive to limited attention scholars have given to the initiatives, strategies and programs through which adolescents acquire their civic competence (Flanagan & Faison, 2001; Flanagan, 2003; Althof & Berkowitz, 2006).

Figure 1. Connection between involvement in Youth Citizenship Seminar and dimensions of citizenship involvement.

This study also expands the discussion of the various developmental pathways through which young people transition to adult status. In addition, the study elaborates the related discussion regarding the effects of the many program strategies found among those pathways. Moreover, these pathways largely manifest as both reciprocal and dynamic interactions between youth and their surrounding social environment (U. S. Department of Health and Human Services, 1997). Therefore, while these interactions do pose considerable challenges to scholars, researchers, and thoughtful observers (Lerner, Brentano, Dowling, & Anderson, 2002; Lerner, 2005), their examination will add to the knowledge base of what is known about those factors that result in adult involvement in social and political life.

Chapter 2

Review of Literature

Overview

This literature review begins with a discussion of the adolescent era and the nature of that developmental period, how it affects program strategies that seek to develop adolescents into functional adult citizens, and related issues. The review of the literature then considers studies that examine the role of extracurricular activities in creating adult citizens. Finally, the review covers the scholarly journey from the widespread belief that young people are defective, incomplete beings, in need of professional remedy, to the perspective that all young people have value, are societal assets, who possess the capacity to make noteworthy contributions to their communities in their adult lives (U. S. Department of Health and Human Services, 1997).

The research questions addressed by this study examine behavior at two developmental realms: the adolescent era and the pathway to adult status. Empirical research on the relationship between these developmental realms is limited, yet evident among several social science disciplines: education, political science, psychology, and sociology (Kirlin, 2002, 2003). Socialization scholars had some interest in examining this relationship in the early 20th Century (Friedrich, 1942; Walzer, 1990; Glanville, 1999). More studies in the popular and scholarly literature suggest that Americans spend less time in civic engagement than in past years and are less inclined to do so regardless of wealth or level education (Putnam, 1995, 1996; Barber, et al., 2001; Lewis, 2003; Macedo, 2005; Levinson, 2005).

The findings of recent scholars have inspired renewed interest in exploring the relationship between these two behavioral realms (Stoneman, 2002). Given the relative scarcity of existing research in this area, it is unclear whether the renewed interest by scholars will result in additional studies that will expand the knowledge base about these important realms. It is also somewhat uncertain whether new research efforts will more fully determine why this relationship occurs, under what conditions it occurs, and its causes (Flanagan & Faison, 2001; Hamilton, et al., 2004; Levinson, 2007).

Due to the use by scholars of constructs like moral education, character, political involvement, youth development, and volunteering, some research indirectly informs the notion of apparent relationships between adolescent involvement in extracurricular activities and adult civic engagement (Kirlin, 2002; Rose-Krasnor, et al., 2006). Some research that examines adolescence divides this developmental period into pre, mid, and post adolescence, and makes use of much broader developmental constructs like socialization and human development (Lerner, et al., 2002; Youniss, Bales, Christmas-Best, Diversi, McLaughlin, & Silbereisen, 2002; Vandell, Pierce, & Dadisman, 2005).

However, there is limited certainty among scholars regarding the onset of adolescence and the closure of that developmental period. Further, the use of overlapping research definitions and the divergent use of constructs often obscures research findings, and challenges the work of other scholars who seek to add to the discussion about whether adolescent or adult era involvement derive from individual or collective activity, or both (Flanagan & Gallay, 1996; Ayala, 2000; Kirlin, 2002; Silliman 2004; Devaney, et al., 2005).

The Adolescent Era

Researchers cite a number of influences on the development of individuals throughout a lifetime, including pre and post-natal health, family, peers, school, culture, vocation, and environment (Scales, et al., 2006). Individual identity begins to emerge through experiences with others, especially with peers and adults and particularly through observation, and by adolescent participation in organized extracurricular activities. The result for young people is a stronger intrapersonal connection, and enhanced attachments between self and others (Lerner, et al., 2002; Pearson & Voke, 2003; Silliman, 2004).

When young people develop strong and caring relationships with adults and their peers, and involve themselves in activities that challenge them, they become the co-creators of the very conditions that facilitate their healthy growth (Benson & Saito, 2000; Larson, et al., 2006). Accordingly, those who pursue the study of human development, now maintain that all young people, regardless of economic and social status, are inherently capable of successful, healthy, and positive development, and should be encouraged to explore their capabilities (Pittman, et al, 2002; Lerner, et al., 2002; Benson, et al., 2004).

The belief that all young people, regardless of circumstances are inherently capable of having a successful, healthy, and positive transition to adulthood is a notion that transcends American borders (Haste, 2004). The effect of these contemplations is that many other nations now share an interest in furthering the development of young people as a developmental strategy to address indigenous, social, economic, and democratic issues (Haste, 2004; Howard, 2006; Verba, Schlozman, Brady, & Nie, 1993).

Researchers have also given attention to the pathway provided by programs that encourage young people as they develop throughout their lives (Pittman, et al., 2002; Lerner, et al., 2002). Regardless of design, what many of these approaches and programs have in common is a focus on young people and the interaction between young people and their social environment, and the factors that enhance or diminish those interactions (Hart, et al., 2004). When youth development programs involve the greater community, for example, it further strengthens other programmatic strategies and policies that focus on improved conditions for youth and others alike (Pittman & Irby, 1995).

Moreover, in past years, the adolescent era, and those practices that addressed youth in that era, found scholars and practitioners focusing on interventions, initiatives, and approaches that targeted young people whose behavior revealed some form of disorder, rather than a focus on all young people in every community regardless of circumstances (Witt, 2002). During that time, the widespread belief was that several problems aggravating American society: single parenthood, alcohol, tobacco, and other drug abuse, crime, violence, low motivation, and low academic achievement connected only to young people in distress or at-risk (Walzer, 1990; Witt, 2002; Youniss, 2005).

Since the early 1900s, scholars and practitioners have expanded their views to understand better the nature of adolescent issues. This more recent and comprehensive notion of the adolescent era acknowledges that young people attain status as adults after their biological maturity, and now includes dialogue among many community stakeholders, including parents, scholars, policymakers, and practitioners (Beck & Jennings, 1982; Lewis, 2003; Damon, 2004; Cohen, 2006; McIntosh, 2006).

Adolescents necessarily experience a wide variety of stressful events during the developmental pathway to adulthood, some of which may challenge their successful transition to adult status (Lerner, et al., 2002; Lerner, 2005; Althof & Berkowitz, 2006). In the past, when adolescents found that they could not meet some of those challenges successfully, they sometimes fell under the purview of law enforcement, the health and human service system, or other non-family institutions. As long as the prevailing perception of young people in distress was that they were abnormal, possessing deficits that only human service professionals could remedy, the research community did not see the connection between these developmental issues and their own scholarly efforts (Smith, 1999; Lerner, et al., 2002; Kirlin, 2003; Verba, Burns, & Schlozman, 2003; Westheimer, 2004; Westheimer & Kahne 2004a, 2004b; Lerner, 2005; Larson, 2006).

Although single parenthood, alcohol and other drug abuse, crime and violence, and low motivation and academic achievement did receive considerable attention as the cause of issues that surrounded many adolescents, those issues do not exist outside the social environment (Barber, et al., 2001; Kirlin, 2002; Althof & Berkowitz, 2006). Moreover, the empirical evidence that arose in the 1980s indicated that all young people are in need of services, and that negative outcomes, including substance abuse and unprotected sex, disease, and adolescent pregnancy, were not limited to adolescents in distress, but involved all young people (Lerner, et al., 2002; Witt, 2002; Lerner, 2005). In response, scholars, practitioners, and the public began to resist program interventions that were limited to adolescents in distressed circumstances. Current efforts now include advocacy by scholars for approaches that will enable all young people to become full-functioning, healthy adults (U. S. Department of Health & Human Services, 1997).

Modern societies could function effectively if adolescents did not successfully navigate the pathway to adulthood. Young people cannot make that transition successfully without the aid of their families, a supportive community, friends and peers, and other institutional inputs (Pittman, et al., 2002). The absence of support from vital sources of aid is one explanation for the inability of many adolescents to make the transition to adult status. The inconvenient truth of the adolescent era is that this is an experimental period in the lives of young people, where they are creating their identities, exploring themselves and their environments, and manifesting some antisocial behavior in the process (Lerner, et al., 2002; Benson, et al., 2004).

To date, there is no consensus among scholars or practitioners—or adolescents themselves—regarding why the adolescent era involves so many developmental issues for young people—and by extension, their families. Studies on male and female behavior, for example, attribute much of the antisocial behavior of young people during the adolescent era to the gap between when adolescents mature physically and when society recognizes them as adults (Pittman, et al., 2002; Benson, et al., 2004).

In addition, another challenge to clearer thinking and sounder policy on adolescents is that some still believe that terms like *at-risk* and *distress*, are code words that mean ethnic and racial minorities, unwed single parents, welfare recipients, and the economically disadvantaged. These notions often exclude from consideration the many middle class and other adolescents, who are not at-risk or in distress, from obtaining necessary and appropriate interpersonal attention and support (Witt, 2002; Kirlin, 2002, 2003; Youniss, 2005).

Developing Citizens through Extracurricular Programs

Van Horn (2001) examined the extent to with participation by young people in several types of activities and organizations best associate with civic involvement and leadership in adulthood. The basis of the study was data obtained from a mail survey of 4-H alumni and non-4-H peers, matched by high-school class, gender, and involvement in extracurricular activities. The focus of the study was involvement by subjects in activities in their youth, and involvement civic, political, social, and religious activities as adults. Findings from this study include a noteworthy relationship between youth participation and later adult involvement. In addition, the connection between adult involvement and youth involvement was greater than the connection between adult involvement, gender, income, or education.

In a comprehensive and frequently cited empirical study, Verba, et al., (1995), examined the life influences on adult political involvement among 15,000 individuals. That study found a strong correlation between adolescent involvement in extracurricular activities and adult civic involvement. The study attributes .19 of the effect of adult civic involvement to participation by adolescents in extracurricular activities.

Westheimer & Kahne (2004a) employed a mixed-method approach to examine ten adolescent programs located throughout the United Sates. Their study shows that adolescent programs that emphasize civic education and participation do not necessarily extend to developing citizens that are concerned with social justice or who are capable of examining the root causes of social problems. Therefore, civic education and participation alone may be insufficient to prompt fundamental changes in the social and economic arrangements found in American society.

Consequently, the ways that young people learn what citizenship means, learn what citizens do in American society, and the ways young people learn of existing strengths and weaknesses of societal arrangements are behaviorally distinguishable developmental characteristics. The research of scholars Westheimer & Kahne (2004a) have elaborated these societal patterns as program outcomes along three realms: personally responsible citizenship, participatory citizenship, and justice-oriented citizenship.

Researchers Laedwig & Thomas (1987) examined the impact of adolescent participation in 4-H Clubs by surveying 4-H Club alumni and a control group of nonmembers. The study determined that 4-H alumni are twice as likely to be involved in civic affairs as adults, attend meetings more often than nonmembers, and are more likely to be involved as officers and committee members of groups than nonmembers are.

Hanks (1981) examined the effects of adolescent participation in voluntary organizations in both an initial and follow-up study. The study found that participation in extracurricular activities has a measurable effect on participation in adult organizations. The study further found that adolescent participation in extracurricular such participation enhances feelings of political inclusiveness and increases voting behavior.

Beck and Jennings (1982) examined parental social economic status, political activity, civic orientations, and adolescent involvement in extracurricular activities, to determine the strongest predictors of adult political participation. Of the constructs measured, adolescent participation in extracurricular activities during the high school years was at the .17 level. Less significant were parental social economic status and civic orientation.

Smith (1999) used a national sample of 25,000 individuals beginning in the eighth grade and conducted follow-up analysis every two years for six years. Her relevant findings include the observation that participation in extracurricular activities is the strongest predictor of increasing levels of civic involvement among young adults.

Plutzer (2002) did not find long-term impacts of extracurricular participation on voting behavior. The focus of his study was life the cycle effects on the development of adult voting behavior. His sample included more than 1,000 individuals at three developmental periods: (a) senior year in high school, (b) eight years out of high school, and (c) 17 years out of high school.

Glanville (1999) sought to determine whether self-selection or socialization best explains involvement extracurricular activities, and which factor best accounts for the relationship between extracurricular activities and political involvement. Her findings derive from a sample of approximately 6,300 participants, initially as high school students, then, six years after high school. Her findings also suggest that personality and political attitudes only partially explain the connection between extracurricular activities and political involvement in adulthood. Although not specifically related to civic involvement, Haensly, et al., (1986) used a sample of 515 seniors in three Texas high schools to determine the role of extracurricular involvement in education. Among the results was the finding that high academic achievers report considerably higher rates of extracurricular participation than do low academic achievers. This finding, when considered with other related research, (e.g. Verba, et al., 1995), suggest that education level, when combined with other factors, may be an indicator of later civic involvement.

In a theoretical examination of literature that explores how civic involvement is developed, Youniss & Yates (1997) argues that developmental processes that occur in the adolescent era that is critical for the development of civic identity, and that through such processes, adult civic involvement will emerge. Considered collectively, the previously mention studies (indicate a link between adolescent extracurricular involvement and later adult civic participation, this study provides direction for future inquiry regarding an enhanced role for initiatives that promote youth development as a strategy to create functional adult citizens (Pittman & Wright, 1991).

An early study of the effect of adolescent involvement in extracurricular activities on adult civic engagement—specifically, participation in adult voluntary associations, Hanks and Eckland (1978) surveyed 1,872 sophomores in 1955 and again in 1970. They found that participation in adolescent activities has a stronger direct effect on adult voluntary association membership than level of income, occupation, or level of education. When examining the effects of only education and adolescent activities, adolescent activities was still found to have more effect on adult association membership than education.

Positive Youth Development

Westheimer, 2004; Westhemier & Kahne, 2004a, 2004b) argue that significant outcomes of many program interventions targeting youth are at best, illusive, if not ephemeral, and do not connect to the forms of citizenship available to adults. With the deficit-based approach of youth development practices now largely discredited (U. S. Dept. of HHS, 1997), scholars and practitioners are now advocating for more focus on young people who have not been the subject of past inquiry.

Pitman & Irby (1995) suggests that young people who are free of problems and other challenges may still lack important preparation before they are able to transition to adult status. However, without viable youth development programs and organizations within sustainable communities, where supports and opportunities are abundant, building the capacity of young people, though important, will not be sufficient (Pittman, et al., 2002; Lerner, et al., 2002; Benson, et al., 2004).

To be fully competent, young people will need civic, social, cultural, emotional, physical, and cognitive competence, and opportunities to apply these competencies in their communities (Pittman, et al., 2002). The realm of positive youth development includes practices and beliefs that explain youth development as the result of reciprocal interactions between young people and facets of their environment. Young people and their environment influence each other simultaneously. Neither individual characteristics nor factors found in the external environment are the sole cause of the development or functioning of a young person (U. S. Dept. of HHS, 1997).

Several competencies are among those associated with positive youth development and adult behavior: stable identity, a belief in one's control over their fate, a feeling of connectedness to others and society, and a sense of industry and competency. Taken together, these competencies give rise to individual agency and the emotional and cognitive intelligence often associated with adult status. Young people who have cultivated these competencies behave in ways that are indicative of positive social behavior; show enhanced academic performance at school, and seek-out other young people like themselves for peer relationships (Pittman & Irby, 1995).

Pittman, et al., (2002) identified five core areas of positive youth development: learning, thriving, connecting, working, and have identified components of effective youth development programs and curricula. These components include strong relationships with adults, activities and experiences that help youth develop skill in social, ethical, emotional, physical, and cognitive domains including decision-making; interaction with peers; acquiring a sense of belonging; experimenting with their own identity, with relationships to others, and with ideas; and participating in the creative arts, physical activity, and health education.

It is unusual for all these positive influences to be present at the same time. Well-designed and well-run youth development programs promote youth growth by involving young people in many roles: needs assessment, planning, implementation, and evaluation. A growing number of organizations include youth on their boards of directors. Other effective programs engage participating youth in constructive action through activities such as service learning, arts, and athletics, and emphasize broad values such as friendship, citizenship, and learning (Benson, et al., 2004).

Scholars now believe that youth development is an ongoing process in which young people seek ways to meet their personal needs and build the skills necessary to function effectively throughout their lives. Instead of focusing on youth-related problems or deficits specifically, youth development, in the broadest sense, addresses the common and interconnected causes of many dysfunctional behaviors. Among those dysfunctional including emotional problems, intentional injury, school failure and dropout, crime, and HIV/AIDS.

Consequently, positive youth development is holistic in nature, using cross-system, multi-disciplined, collaborative and sustained community approaches. While all youth need positive community and family support networks and opportunities to develop, not all families and communities are in a position to make them available. Thus, Youth development, in the first sense, is the natural unfolding of the potential inherent in the human organism in relation to the challenges and supports of the physical and social environment (Benson, et al., 2004).

Researchers believe that young people can actively shape their own development through their choices and perceptions. From this perspective, youth development enables individuals to lead a healthy, satisfying and productive life, during their early development and as adults. They have the competence to earn a living, to engage in multiple civic activities, to nurture others, and to participate in social relations and cultural activities. Youth development services, for example, refer to the provision of resources, knowledge, or goods and might include housing, food and nutrition, mental health assistance, or residential options (Witt, 2002).

In contrast, supports are those things done with youth. Supports are interpersonal relationships and accessible resources that allow youth to take advantage of services and opportunities. Supports include emotional, motivational and strategic interaction with young people. Opportunities are things done by youth (Lerner, et al., 2002). They refer to chances for young people to explore, express, earn, belong, and influence the world around them (Pittman, et al., 2002). Moreover, youth development is a natural process that stimulates a young person to understand and act upon the environment.

Youth development initiatives also provide support for young people through well-meaning individuals, organizations, and institutions, especially at the community level, and extracurricular activities. It is also programs and organization--an organized set of activities that foster young people's capacity for growth (Witt, 2002).

An important manifestation of youth development is the goal of making communities better places for young people to grow up. They give young people the chance to make decisions about their own participation, about the program and to assume responsible roles. They engage young people in constructive and challenging activities that build their competence and foster supportive relationships with peers and with adults. They are developmentally appropriate and endure over time, which requires youth development programs to be adaptable enough to change as the needs of young people change. Youth development, family development and community development merge, relying on similar principles of participation, partnership and connectedness. Youth development is caring, compassion, competence, character, connection, and confidence (Pittman & Irby, 1995). Scholars also suggest that while prevention and remediation of young people's problems is critical, youth development aims considerably higher.

The expected outcome of youth development is that American youth will actively pursue and perform their civic duties as adults, heavily influenced by the several approaches, mechanisms, pedagogies, and strategies useful in socializing young people through their adolescence. Since some scholarly uncertainty remains about the effect of socializing young people during their adolescent years for later involvement in civic life, (Kirlin, 2002), this notion will require additional scholarly examination before stakeholders can rely on it with more certainty (Flanagan, 2003).

Chapter 3

Methodology[1]

This chapter presents the methods and procedures used by the investigators to address the research questions. The chapter begins with an overview, followed by a presentation of the research approach and design, participants, instrumentation, procedures, pilot study, data collection and recording, data process and analysis, methodological assumptions, and limitations. The chapter concludes with a summary.

Overview

The objective of Study 1, conducted by Melvin L. Musick, was to examine the current level of adult civic involvement by former participants of YCS. An understanding of the extent of involvement in civic affairs by former participants in the seminar is useful to determine long-term program outcomes and measure program effectiveness. Such an understanding informs program stakeholders of the effects of the seminar on participants' shows the level of involvement of former participants in communities and provides a foundation on which to design additional informative inquiries. To meet the objective of this inquiry, Study 1 pursues the following three research questions:

1. To what extent are former YCS participants now personally responsible citizens?
2. To what extent are former YCS participants now participatory citizens?
3. To what extent are former YCS participants now justice-oriented citizens?

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[1] This chapter was co-written by Stephen N. Kirnon and Melvin L. Musick, who conducted separate studies.

The objective of Study 2, conducted by Stephen N. Kirnon, was to determine the role that transformational leadership played in the experiences of participants in YCS both during and after the program. An understanding of the extent to which transformational leadership manifests in the experiences of YCS participants is useful to consider program outcomes and measure program effectiveness. Such an understanding informs program stakeholders of the effects of the seminar on participants. Additionally, this understanding of the program will provide a baseline from which to design additional research. To this end, Study 2 was guided by four research questions:

1. Is there a connection between future civic participation and the transformational leadership aspects of YCS?
2. Using research from literature on longer-term youth-serving associations such as 4-H, is there a difference between YCS effectiveness with respect to promoting civic participation and longer-term youth-serving associations?
3. Which YCS component (peer, speaker, counselor, seminar topics, rap groups, points of light) had the greatest impact?
4. Is YCS equally effective with respect to gender and race/ethnicity?

Research Approach and Design

The research approach of both studies involved the effort to clarify the relationship between participation in YCS and aspects of their learning during the program and later application of that learning in adulthood. Investigators sought to measure the application of that learning—through explicit behavior—in the existing social environment of former YCS participants.

According to Kumar (1999), studies that seek to clarify the relationship between two aspects of a situation or phenomena are indicative of explanatory research. In addition, both studies sought to determine the prevalence of phenomena, as they exist at this time. The studies consider existing adult civic involvement and transformational leadership through one contact with analysis units, thereby, placing both studies within the paradigm of cross-sectional research (Kumar, 1999). Moreover, these investigations began with notions regarding the effects of the YCS program on its former participants, and attempted to link these effects to their cause, presumably, the YCS program. Because the investigators could not manipulate the independent variable (the YCS program) due to its prior occurrence, these studies were non-experimental in nature (Creswell, 2003).

Both studies examined constructs derived from the social science literature: adult civic involvement and transformational leadership. Study 1 examined the construct of "adult civic involvement" along three dimensions, using a formulation of citizen involvement derived from Westheimer and Kahne (2004a). The three dimensions include (a) the personally responsible citizen, (b) the participatory citizen, and (c) the justice–oriented citizen (p. 239).

Study 2 examined the construct of "transformational leadership" along several dimensions: (a) adult involvement and leadership in community, civic and social groups, and political and religious activities; (b) their involvement as youths in community, civic and social groups, and political and religious activities; and (c) the transformational impact of YCS on their civic socialization. Both studies used a mixed-methods approach (Creswell, 2003; Tashakkori & Teddlie, 1998) to understand YCS and to examine the prevalence of civic involvement and leadership behaviors of former participants.

As stated earlier in each study, civic involvement and leadership behavior are developmental constructs manifest in YCS program protocols and evident throughout the scholarly literature Westheimer and Kahne (2004a). The mixed-methods approach allows for the collection and analysis of both qualitative and quantitative data using sequential exploratory strategy (Creswell, 2003). The use of a sequential exploratory strategy allows investigators to examine the processes and materials of the YCS program and to explore the reported behavior of former participants by collecting data from more than one source. More specifically, the strategy allows the qualitative data found in program records, data from interviews with program staff, and onsite observations of the program to inform the design of a questionnaire to collect quantitative data from former YCS participants. The subsequent integration of all data sources allows investigators to determine the extent to which former participants are now engaging in leadership behavior and civic involvement activities that derive from participation in the seminar.

A mixed method approach is also appropriate for addressing the research questions. In addition, the use of mixed methods is responsive to the limitations inherent in the use of one research methodology, whether qualitative or quantitative, and allows for the convergence of data derived from both methods (Creswell, 2003). The steps used in the sequential exploratory strategy for each study were as follows:

1. Step 1 utilized content analysis of YCS program materials to develop the study's objectives.
2. Step 2 involved in-depth interviews of the YCS program staff, including the founder, Dr. Charles Runnels, to develop research questions.
3. Step 3 included onsite observation of the YCS program in June 2007.

4. Step 4 was conducted concurrently with Steps 1-3 and involved a review of the literature and the identification and modification of an appropriate questionnaire to survey former YCS participants.
5. Step 5 involved developing a strategy to survey former YCS participants through U.S. mail and the Internet.

The reference period for YCS is primarily retrospective, focusing on the 20-year period of 1986 through 2006. The reference period covers two American generations: Generation X and the Millennial Generation. YCS program records indicate that approximately 5,000 female and male full-time students who had completed their junior year in high school have participated in the program. Accordingly, the analysis unit for each study was the individual former participant who participated in YCS during the reference period.

Subjects

The participants of this study consisted of former male and female participants in the Pepperdine University-based YCS during the period of 1986 through 2006. Each year, high schools in Southern California receive written information about YCS. In response, high schools nominate no more than four students to the YCS program. Staff and sponsors jointly select one student nominee from each high school to participate in the program. The nominee answers questions regarding his or her leadership interests, how he or she will benefit from attending YCS, and what his or her dreams are, as well as answering an open-ended question which asks the nominee to add anything else that he or she wants YCS staff to know.

A complete description of the subjects of this study and their characteristics is included in Chapter 1 of both studies. According to the U.S. Census Bureau (2004), between 1995 and 2000, approximately 47% of U.S. population in metropolitan areas (51% in central city areas) over 5 years old has moved. Since former YCS participants living in dispersed locations throughout the world, it was not possible to locate all of them. The participant identification process began with identifying approximately 5,000 individuals who had participated in the seminar since 1986.

Instrumentation

The questionnaire for the present studies (Appendix A) derives from an instrument developed by Van Horn (2001), which derives from constructs found in the research of Verba, et al., (1995) and Youniss et al., (1997). The investigators sought and received the permission of Dr. Van Horn to use her instrument as the basis for the current studies. Modifications by investigators to Dr. Van Horn's instrument include: (a) questions to classify the level of civic engagement using the dimensions reported by Westheimer and Kahne (2004a); (b) questions specific to the YCS program; and (c) references relevant to past YCS participants. The questionnaire measures the degree of civic participation and leadership of YCS participants before, during, and after the program. The questionnaire is self-administered, consists of 80 questions, and utilizes a 5-point scale, with 1 = "never" to 5 = "always." The instrument was designed to include following constructs: (a) adult involvement and leadership in community; (b) civic and social groups; (c) political and religious activities; (d) involvement as youths in community, civic and social groups, and political and religious activities; and (e) the transformational impact of YCS on participant civic socialization.

The instrument also solicits socio-demographic data, including education, occupation, age, gender, race/ethnicity, and year of graduation from high school. As noted above, Study 1 was guided by three research questions. Below is a list of questionnaire items that pertain to each question.

1. To what extent are former YCS participants now personally responsible citizens? This was addressed by the data from items 1, 70, 71, and 72.
2. To what extent are former YCS participants now participatory citizens? This was addressed by the data from items 3 and 4.
3. To what extent are former YCS participants now justice-oriented citizens? This was addressed by the data from items 7, 8, and 9.

In addition, the study puts forth relevant socio-demographic data from questionnaire items 73, 75, 76, and 77. As noted earlier, Study 2 was guided by four research questions regarding the construct transformational leadership. Below is a list of questionnaire items that pertain to each question.

1. Is there a connection between future civic participation and the transformational leadership aspects of YCS? This was addressed by the data from items 45-61 and 80, as well the onsite observations.
2. Using research from literature on longer-term youth-serving associations such as 4-H, is there a difference between YCS effectiveness with respect to promoting civic participation and longer-term youth-serving associations? This was addressed by the data from items 12-41 and U.S. Census Bureau (2004) data.

3. Which YCS component (peer, speaker, counselor, seminar topics, rap groups, points of light) had the greatest impact? This was addressed by the rankings in item 61.
4. Is YCS equally effective with respect to gender and race/ethnicity? This was addressed by items 12, 13, 14, 73, 76, and 77.

Procedures

There were several stages in the process of contacting the study population. For purposes of this study, there was an attempt to contact all participants. First, the Pepperdine Chancellor agreed to write (Appendix B) each of the YCS former participants to inform them of the study and to encourage their participation. Those who desired to participate in the study returned a stamped, self-addressed postcard that was enclosed with the letter from the chancellor. Those individuals indicated their preference for participating in an online survey or a mailed survey by returning cards. They then received a questionnaire and cover letter by email or U.S. mail from the investigators. The investigators correctly anticipated that individuals in sufficient numbers, across several years of participation in the seminar, would agree to participate in the study.

Second, the investigators emailed or mailed a questionnaire packet to each individual who agreed to participate in the study. A questionnaire packet included a cover letter (Appendix C) from the researchers explaining the significance of the study, a questionnaire, and a pre-stamped reply envelope (if mailed). Participants had the option to complete the survey using a web-based instrument on Zoomerang. The sample received two follow-up reminders via email or U.S. postal service to respond to the survey.

Later, investigators sent a reminder email or letter (Appendix D) and a third reminder email or letter (Appendix E) with the questionnaire packet. The investigators reviewed all returned surveys. Prior to contacting YCS participants, the investigators received the provisional approval of Pepperdine University's Institutional Review Board (IRB) for the study of human subjects (Appendix F). The investigators then received final approval for work with human subjects covering informed consent and confidentiality issues (Appendix G).

Pilot Study

The format of a questionnaire, its physical arrangement on the page, and its general appearance are vital to the success of a study (Creswell, 2003; Patten, 2001). Additionally, a carefully constructed questionnaire facilitates the summarization and analysis of the data collected and increases the response rate (Cone, 2001; Tashakkori & Teddlie, 1998; Trochim, 1999). Further, once a respondent has made the effort to read the survey, that effort gives rise to a psychological commitment to complete the instrument (Fink, 1995). According to Kumar (1999), it is important to put the needs of respondents by providing clear and brief instructions, coherent groupings of questionnaire items, appropriate use of graphics, transitional phrases, and arrangement of questions.

Investigators made use of two community college professors (Appendix H) to conduct a pilot study with ten community college students. The criteria for selecting the professors were: (a) their familiarity with survey research methodology; (b) their knowledge of the constructs used by both investigators; (c) their possession of an earned doctorate degree; and (d) and their willingness to facilitate the process of piloting the questionnaire with students.

The mission, nature, and purpose of community colleges in California give rise to an enrollment of a wide variety of student types. These student types include high school graduates seeking vocational skills, working adults seeking professional development and continuing education, young people who are transitioning to four-year colleges and universities after strengthening their academic skills, and new immigrants, who may already possess considerable academic and vocational training, but who lack knowledge of American culture. The investigators felt that the rich student environment provided by the community colleges would be useful in securing feedback on the questionnaire in that the respondents would be reflective of the likely variety among the 5,000 former YCS program participants.

Specifically, the purpose of the pilot study was to: (a) determine whether the validity of questionnaire content and subject matter was relevant to respondents; (b) assess whether item-wording, phrasing, and other question construction were adequate to obtain sound results; (c) evaluate whether questions were asked in a way that would yield the needed information; and (d) determine whether respondents could provide the needed data. Participants in the pilot study consisted of ten students at two community colleges (five from each) in Southern California, Santa Monica College and Santa Clarita Valley College, who volunteered for the pilot study. The pilot study also was useful in determining the approximate time to complete the instrument, the overall utility of the instrument, and the consistency of the data collected. The results of the pilot study provided information to the investigators, which enabled them to modify the questionnaire and ensure its clarity.

Data Collection and Recording

The investigators attempted to collect data from all of the YCS participants who responded to the pre-survey letter from Dr. Runnels. The respondents utilized either the printed questionnaire or online questionnaire, consisting of 80 scaled and open-end questions. In addition, the investigators conducted a content analysis of YCS program materials, in-depth interviews of the program staff and Chancellor Charles Runnels, the YCS founder, and onsite observation of the YCS program in June 2007. The period for data collection was January 8, 2008 through February 1, 2008.

Data Processing and Analysis

The investigators imported data into Microsoft Excel and then into Statistical Package for the Social Sciences (SPSS) software. The responses to the scaled questions were treated as nominal data. The responses to age and the constructed participation and leadership scales were treated as interval data. The investigators used descriptive statistical analysis to tabulate and summarize results from the instrument. Descriptive measures also included standard deviations and chi square analyses, used to determine whether there were significant differences within the sample. A topic analysis followed by a thematic analysis was conducted on the responses to the qualitative question. The thematic analysis was repeated by the researchers and reviewed by an independent rater to ensure internal consistency and reliability.

The population for this study included 4,706 individuals who participated in YCS between 1986 and 2006. Of the 415 former YCS participants who agreed to participate in the study, 242 (58%) completed and submitted the survey. Of these, 153 (63%) were female and 89 (37%) were male.

With regard to ethnic background, White respondents accounted for 61%, followed by Asian (13%) and Hispanic or Latino (12%). Black or African American, Native Hawaiian or Pacific Islander, and multicultural represented approximately 12% of respondents. Two percent of respondents did not identify their ethnicity. Only 2% of the respondents did not attend college. All YCS cohorts between 1986 and 2006, except 2001, are represented. The mean age was 26.8, with a range of 19 to 38.

Methodological Assumptions

The investigators assumed respondents had the capacity to read, write, and to understand questionnaire items. The investigators also assumed that respondents were able to remember and think reflectively about their experience in the YCS and were willing to share their actual involvement in civic affairs. It is also important to note that questionnaires are subject to considerable self-selection bias (Hinkle, Weirsman, & Jurs, 1979; Fink, 1995; Tashakkori & Teddlie, 1998; Kumar, 1999; Trochim, 1999; Cone, 2001; Patten, 2001; Creswell, 2003), which means that respondents who do not return the questionnaire may differ in attitude and disposition from those who do, thereby affecting the nature and quality of the data submitted for analysis.

Limitations

Respondents did not record their responses to the questionnaire in a controlled environment. The method of data collection allowed each respondent to review all items before addressing individual questions, a circumstance that may affect overall and specific responses to questions. Although the e-mail addresses and telephone numbers for the investigators accompanied a cover letter of explanation and the questionnaire, it may not have been convenient for respondents to obtain clarification on individual items.

Summary

The methodology and procedures articulated in this chapter reflect the collaborative effort of two doctoral candidates, Stephen N. Kirnon and Melvin L. Musick, conducting separate but related dissertation research. Each investigator completed the required human protection education before contacting study participants (Appendix I). The studies utilized one instrument for the data collection, and both studies use a mixed-methods approach (Creswell, 2003; Tashakkori & Teddlie, 1998) to examine the prevalence of various beliefs and behaviors of former participants in the Pepperdine University-based YCS. The objective of the study conducted by Melvin L. Musick was to examine the current level of adult civic involvement by former participants of YCS, while that of the study conducted by Stephen N. Kirnon was to determine the role that transformational leadership played in the experiences of participants in YCS, both during and after the program.

The participants consisted of former male and female participants in YCS during the period of 1986 through 2006. The research approach of both studies involved the effort to clarify both why and how there is a relationship between participation in YCS by adolescents and some aspects of their behavior during the program and later as adults. Both studies sought to inform program stakeholders with an understanding about the effects of YCS on participants along measurable dimensions. Investigators believe that such an understanding will provide a baseline from which to design additional program-related research. Investigators also believe that such a baseline will inform other scholars who seek a deeper understanding of adult civic behavior and transformational leadership and the connection of those constructs to extracurricular programs for adolescents.

Chapter 4

Creating Involved Citizens: The Youth Citizenship Seminar

Chapter 4 represents an article for submission to Youth and Society. The purpose of this publication is:

> "To provide educators counselors, researchers, and policy makers with the latest research and scholarship in this dynamic field. This valuable resource examines critical contemporary issues and presents vital, practical information for studying and working with young people today." (2008, p.157)

Abstract

Scholars link the civic involvement of adults to their participation in extracurricular youth development programs during adolescence. This article reports the results of an online questionnaire administered to a sample of adults who participated in a weeklong youth citizenship seminar at a private Christian university after the junior year in high school. Respondents to the questionnaire participated in the seminar between 1986 and 2006. Using constructs put forth by Westheimer & Kahne (2004a), the study finds that former seminar participants demonstrate noteworthy levels of *personally responsible* and *participatory citizenship*, but less involvement in *justice-oriented* citizenship activities. The study is responsive to ongoing dialogue and widespread concerns regarding effective strategies for adolescents that will increase the probability of their becoming involved citizens as adults. The study also informs the discussion regarding the developmental roots of civic involvement, and further elaborates the link between adolescent involvement in youth programs and adult civic behavior.

Key Words: Citizenship, Civic Involvement, Socialization, Youth Development.

Introduction

American civic life manifests values and behaviors rooted in ideas found among early American thinkers, including John Locke, Thomas Jefferson, and James Madison (Friedrich, 1942; Dynneson, 1992). Scholars and observers who think critically of American democratic values and civic life in the United States (e. g. Putnam, 1995, 1996; Brady, Schlozman, & Verba, 1999; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Carpini, 2004), draw on these ideas to examine the programs and strategies used to create citizens whose lives will include efforts to preserve American democratic society.

Scholarly attention generally focuses on programs that socialize adolescents through civic education in schools, extracurricular programs, and other forms of positive youth development that promote involvement in political communities when young people reach adult status (Flanagan & Sherrod, 1998; Westheimer, 2004; Westheimer & Kahne, 2004a; 2004b).

Some scholars measure the strength of democratic societies by efforts to develop youth into effective citizens. Although educators and youth service providers use several approaches and strategies to enhance the likelihood that young people will actively involve themselves as citizens when they become adults, this notion remains largely unproven (Flanagan & Sherrod, 1998; Flanagan, 2003).

Nevertheless, the scholarly debate regarding how to define citizenship and create effective citizens continues. Much of the socialization of young people that is evident in their adult behavior occurs during adolescence, the period where many individuals begin to explore their feelings and attach meaning to their lives.

Literature Review

Recent studies suggest that Americans spend less time in civic engagement than in past years and are less inclined to do so regardless of wealth or level of education (Putnam, 1995, 1996; Barber, Eccles, & Stone, 2001; Lewis, 2003; Macedo, 2005; Levinson, 2007). Research on the relationship between adolescent involvement in extracurricular programs and adult civic engagement is limited, yet evident among some social science disciplines: education, political science, psychology, and sociology (Kirlin, 2002, 2003). In the early years of the 20th Century, there was some interest by socialization scholars regarding the relationship between involvement in activities during adolescence and the effect of that involvement on adult behavior (Friedrich, 1942; Walzer, 1990; Beck & Jennings, 1982; Glanville, 1999; Flanagan, Gallay, Gill, Gallay, & Nti, 2005).

In a theoretical examination that explores the pathway from adolescence to adult civic involvement, Youniss & Yates (1997) argued that developmental processes that occur in the adolescent era is critical for the development of later civic identity, and that through such developmental processes, adult civic involvement can emerge.

An early study of the effect of adolescent involvement in extracurricular activities on adult civic engagement by Hanks and Eckland (1978) surveyed 1,872 sophomores in 1955 and again in 1970. They found that involvement in adolescent activities has a stronger direct effect on involvement in adult voluntary associations than level of income, occupation, or level of education. When they examined the effects of only education and adolescent activities, adolescent activities had more effect on adult association involvement than education.

Direct and indirect findings characterize other research on the relationship between participation in adolescent extracurricular programs and adult civic engagement, due to blended and overlapping constructs used by scholars: citizenship, moral education, character education, youth development, civic education, and volunteering (Rose-Krasnor, Busseri, Willoughby, & Chalmers, 2006; Kirlin, 2002, 2003). Some of those findings focus on the connection between adolescent experiences in youth programs and later involvement in community civic affairs. Other findings link involvement during early life to specific behavioral outcomes in later life, like participating in social, political, or religious organizations. Other research connects family influences to adult outcomes. Verba, Schlozman, & Brady (1995) examined life influences on adult political involvement among 15,000 individuals. That study found a strong correlation between adolescent involvement in extracurricular activities and adult civic involvement, attributing .19 of the effect of adult civic involvement to adolescent extracurricular involvement. Ladewig & Thomas (1987) examined the impact of participation in 4-H Clubs and extracurricular organizations by surveying 4-H Club alumni and a control group of nonmembers. The study determined that 4-H alumni are twice as likely to be involved in civic affairs as adults, attend meetings more often than nonmembers, and are more likely to be involved as officers and committee members of groups than are nonmembers. Beck and Jennings (1982) examined parental social economic status, political activity, civic orientations, and adolescent involvement in extracurricular activities, to determine the strongest predictors of adult political participation. Of the constructs measured, adolescent participation in extracurricular activities during the high school years was at the .17 level.

Smith (1999) examined the role of social relationships, social capital resources and networks that develop in young people the attitudes and orientations that fit with participation in political and civic life, using data from the National Education Longitudinal Study (NELS) and regional panels. The most significant findings of that study were the role of extracurricular activities in fostering greater civic awareness and greater political participation in young adults. In addition, the study shows noteworthy insights into the root causes of the behavior of citizens and their orientation toward citizenship, behavior which is affected by social capital resources. The study also finds that extracurricular participation had a causal effect on the development of notions of civic duty facilitative of greater political involvement in adult years. Overall, adult involvement in civic and political affairs linked more closely to participation levels of young people in their early years than to education, income, or gender.

Van Horn (2001) examined the extent to which participation by young people in several types of activities and organizations best associate with involvement and leadership in adulthood. The basis of the study was data obtained from a mail survey of 4-H alumni and non-4-H peers, matched by high-school class, gender, and involvement in extracurricular activities. The focus of the study was involvement by subjects in activities in their youth, and involvement in civic, political, social, and religious activities as adults. Findings from this study include a noteworthy relationship between youth participation and later adult involvement. More specifically, the connection between adult involvement and youth involvement was great than the connection between adult involvement, gender, income, or education.

Scholars have also noted the role that a rich involvement context provides in the development of young people (Benson & Saito, 2000; Larson, Hansen, & Moneta, 2006). These involvement contexts motivate young people to explore their identity and develop feelings and ideas that are consistent with an evolving identity (Youniss & Yates, 1997), acquire skills that assist young people in achieving goals (Larson, et al., 2006). These contexts also allow young people to develop emotional skills, so that they may manage their feelings effectively (Catalano, et al., 2002), and expand their peer network by making new social connections (Damon, 2004). These contexts also provide opportunities for young people to increase their skill in working with others (Pittman & Wright, 1991; Catalano, et al., 2002; Flanagan, 2003).

Evidence of the connection between early life experiences and later adult behavior is also evident throughout the human development literature (Pittman & Irby, 1995). These connections explain an ongoing investment of resources in education and other extracurricular programs that aim to develop young people into adults who will later participate as active citizens and act as preservers of society (Verba, et al., 1995). American hegemony and democratic way of life is integral to the effort by families and other institutions to socialize young people into involved adult citizens by providing them with an array of options, experiences, and values (Carnegie Corporation of New York & CIRCLE, 2003; Carpini, 2004). Accordingly, social policymakers, educators, and other youth development stakeholders continue to pursue programs in schools and other youth serving organizations to promote involvement by young people in political communities when they reach adult status (Flanagan & Sherrod, 1998; Westheimer, 2004; Westheimer & Kahne, 2004a; 2004b).

Methods

This study conducted a self-administered online questionnaire to a sample of 242 adults who participated in a youth citizenship seminar at a private Christian university after the junior year in high school. Zoomerang was the primary vehicle used to collect data from respondents. Each respondent participated in the seminar between 1986 and 2006. Permission was obtained to create the questionnaire from an instrument originally developed by Van Horn (2001), which was based the work of Verba, et al., (1995) and scholars Youniss & Yates (1997). A pilot study of the adapted questionnaire at two community colleges determined the consistency and validity of the instrument.

Prior to filing questionnaire data, investigators made the decision to create a data file in Microsoft Excel, to accommodate analysis of the data within the file statistically. Investigators made use of the statistical software program SPSS to import the data file, code variables and attributes, and select appropriate levels of measurement. Upon review of the entire data set, investigators made the decision to report any missing data by adjusting the *N* value for all data tables, and clearly stating an *N* value under discussion within the study.

This study utilizes 16 of 78 items on the questionnaire administered to respondents to measure the degree of adult civic involvement. Using three constructs (*personally responsible citizen*, *participatory citizen*, and *justice-oriented citizen*) put forth by Westheimer & Kahne (2004a), the study sought to determine the realm of citizenship now evident by adults who participated in the youth citizenship seminar.

Table 1 shows the research questions for this study. It also shows the accompanying questionnaire items chosen to answer each research question.

Table 1

Research Questions and Questionnaire Item Numbers

Study Research Questions	Questionnaire Item Number
1. To what extent are former YCS participants now personally responsible citizens?	1, 70, 71, & 72
2. To what extent are former YCS participants now participatory citizens?	3 & 4
3. To what extent are former YCS participants now justice-oriented citizens?	7, 8, & 9
Demographic Questions	73, 75, 76, & 77

This study distinguishes research questions from questionnaire. To distinguish research questions from questionnaire items, for this document, each questionnaire item contains the identifying letter "Q," followed by the item number, as follows:

- Q1 - Since you were old enough to vote, how often have you voted in both local and presidential elections?
- Q3 – How often, in the last two years, have you worked as a volunteer for a candidate running for elected office?

- Q7 – In past last two years, how often have you taken part in a protest march, demonstration, or letter writing campaign on some national or local issue (other than a strike against your employer)?
- Q8– How often, in the last two years, have you participated in an organization that seeks to resolve social, economic, and political injustices?
- Q9– How often, in the last two years, have you sought to improve your community by addressing social, economic, and political injustices?
- Q70 – How often were political issues or discussions held in your home?
- Q71 – How often was your parent / guardian involved in political activities?
- Q72 – How often was your parent / guardian involved in community organizations and events?

Reliability Analysis

The Cronbach alpha is useful to examine data collected on a single occasion to determine the degree to which specific data items in fact measure the same underlying construct. Accordingly, the questionnaire items useful to answer specific research questions are more reliable if they actually measure the same underlying construct.

Social science researchers interpret an alpha coefficient of at least .70 to indicate that data items are measuring the same underlying construct. Using the reliability analysis feature of SPSS, the investigator performed a reliability analysis of each set of questionnaire items to determine whether each set of items could reliably answer each research question. Table 2 shows the results of that analysis, research questions, questionnaire item numbers, and alpha coefficients on each set of questionnaire items chosen to answer research questions.

Table 2

Alpha Coefficients

Study Research Questions	Questionnaire Item	Alpha Coefficient
1. To what extent are former YCS participants now personally responsible citizens?	1, 70, 71, & 72	.842
2. To what extent are former YCS participants now participatory citizens?	3 & 4	.799
3. To what extent are former YCS participants now justice-oriented citizens?	7, 8, & 9	.750

Data

Exactly 415 individuals who attended the seminar in the 20-year period consented to participate in the study. Of those individuals, 242 completed the self-administered electronic questionnaire: 154 females, 88 males—a response rate of 58%. Forty percent of those completing questionnaires participated in the seminar during the 10-year period 1986 through 1995: 54 females and 43 males. The other 60% of respondents participated in the seminar during the decade 1996 through 2006: 90 females and 51 males.

The youngest respondents were age 19, of which there were 16. The oldest respondent was age 38. Age 27 was both the mode and average respondent age. Fifty-nine percent (*N*=143) of all respondents were between age 19 and age 27. The remaining forty-one percent of respondents (*N*= 99) were between age 28 and 38. Questionnaire respondents report high levels of academic achievement. College graduate (*N*=80) is the most frequently reported level of academic achievement, which represents 33% of sample respondents. The second largest group of respondents (*N*=54) reported having some college. Nineteen percent of the sample (*N*=46) hold an earned master's degree. Respondents holding doctorate or professional degrees (*N*=23) represent 10% of the sample.

Personally Responsible Citizenship

Personally responsible citizenship in this study covers four strands. The first strand examines the frequency of respondent voting in both national and local elections. The second strand covers the frequency of political discussions held in the homes of respondents during their high school years. The third strand covers the frequency of involvement in political activities by the parents of respondents during their high school years. The fourth strand examines the degree of involvement in community events and organizations by parents while respondents were in high school. Most respondents vote in both local and presidential elections. Seventy-four percent of respondents (*N*=181) either vote *always* or *often* in local and presidential elections. Occasional voters (15%) reported voting *sometimes* (*N*=37). Those respondents who vote *rarely* (5%) or *never* (5%), taken together, represent only 24 sample respondents. Most respondents (*N*=110) report voting *always* (45%), followed by those (*N*=71) who report voting *often* (29%).

The frequency of political discussions held in the homes of respondents during their high school years is widely dispersed. Thirty-one percent of respondents (*N*=73) report political discussions being held in their homes *sometimes*. Twenty-seven percent of respondents report (*N*=65) these discussions were *rarely* held.

Another 21% of respondents (*N*=49) indicate that these discussions were *often* held. These discussion were *always* held in the homes of 10% of respondents (*N*=24). Finally, 12% of respondents (*N*=28) indicated that these discussions were *never* held in their homes. Respondents report varying levels of political involvement by their parents. In contrast to the frequency of political discussions, actual political involvement by parents is either *rarely* (*N*=81), *never* (*N*=73), or *sometimes* (*N*=44)—34%, 30%, and 18% respectively. Ten percent of respondents (*N*=25) report that their parents are *often* involved in political activities, and 7% report (*N=17*) that they are *always* involved.

The data strand regarding parental involvement in community organizations and events is more evenly distributed. Twenty-four percent of respondents (*N*=57) indicate that their parents are *rarely* involved in community organizations and events, 23% report (*N*=55) their parents are *often* involved, 21% report (*N*=51) involvement *sometimes*, 20% report (*N*=47) involvement as *never*, and 12% report (*N=30*) involvement as *always*.

Results

Participatory Citizenship. The participatory citizen is active in many realms and domains of civic affairs. These citizens engage in collective activity on behalf of others. They use their training and knowledge, informed by their experiences in adolescence, including extracurricular programs, to plan and participate in the civic affairs of their communities and to provide leadership to community-wide issues.

This data strand examines the frequency with which respondents have worked as a volunteer for a candidate running for elected office, and the frequency with which respondents have contributed money to candidates running for elected office. Most respondents (*N*=195) have *never* volunteered for a candidate running for elected office. Twenty respondents characterize their effort as *sometimes* (8%). Sixteen individuals (7%) report *rarely* volunteering for a candidate.

As a result, the majority of respondents (*N*=231) have *never* volunteered for a candidate running for elected office. Five individuals (2%) report that they *often* volunteer for political candidates. Four respondents (2%) report that they *always* volunteer for candidates running for an elective office. Put another way, only 29 individuals (12%) indicate some level of effort toward volunteering for a candidate for elected office.

Analogous to data on respondent volunteering, few respondents have recently contributed money to a candidate running for elected office. Most respondents (*N*=185) have *never* made such a contribution. Exactly 24 respondents report that they *rarely* (10%) or *sometimes* (10%) contribute money to political candidates. Six respondents characterize their effort as *often* (2%). Two individuals (1%) report *always* contributing to candidates running for elected office.

Justice Oriented Citizenship. The justice-oriented citizen weighs various opinions and arguments, examines the interaction of social, economic and political forces, with a particular focus on the root causes of issues. These citizens are generally unaligned with any particular political perspectives, and generally do not advocate dogmatic truth regarding the social arrangements of society.

Justice-oriented citizens often involve themselves individually and collectively in tumultuous political activity. To explore this realm of involvement we examine three data strands. First, respondent involvement in protest marches, demonstrations, or letter writing campaigns. Second, whether respondents have participated in organizations that seek to resolve social, economic, and political injustices. Third, we examine the level of effort made by respondents to improve their communities by addressing social, economic, and political injustices.

The cumulative frequency and percentage distributions show that relatively few respondents express their justice-oriented citizenship by involving themselves in protest marches, demonstrations, or letter writing campaigns. Only two respondents (1%) report *always* having done so. Twenty-four individuals (10%) do so *often*. Another 47 respondents (19%) do so *sometimes*. The majority of respondents (*N*=169) do so *rarely*, or *never*. Forty-nine individuals (20%) report *rarely* involving themselves in protest marches, demonstrations, or letter writing campaigns. The largest block of respondents (*N*=120), *never* involve themselves in protest marches, demonstrations, or letter writing campaigns.

Descriptive measures derived from administration of the questionnaire, but not shown with this document, include arithmetic means, standard deviations, cross-tabulations, and accompanying Chi Square statistics. Table 3 shows the Pearson product-moment correlation coefficient for nine questionnaire items used in this study. Each questionnaire item in Table 3 contains the identifying letter "Q," followed by the questionnaire item number. Reading across the page, left to right, there is a Pearson product-moment correlation coefficient for each questionnaire item.

Table 3

Correlation Coefficients

	Q1	Q3	Q4	Q7	Q8	Q9	Q70	Q71	Q72
Q1	1.000								
Q3	-.004	1.000							
Q4	-.060	.706**	1.000						
Q7	.051	.049	.125	1.000					
Q8	-.003	-.006	-.004	-.054	1.000				
Q9	-.003	-.006	-.004	-.054	1.000**	1.000			
Q70	-.137*	-.010	-.007	.043	-.007	-.007	1.000		
Q71	-.044	-.008	-.006	-.036	-.006	-.006	.815**	1.000	
Q72	-.044	-.008	-.006	-.036	-.006	-.006	.815**	1.000**	1.000

* < 0.05
** < 0.01

Questionnaire Items 1 and 70 have a correlation coefficient of -.137, and a coefficient of determination of .274, which indicates that 27% of the variance of those who were old enough to vote is predictable from those who were exposed to political issues or discussions held in their home. Questionnaire Items 3 and 4 have a correlation coefficient of .706, and a coefficient of determination of .50, which indicates that 50% of the variance of those whose background includes some work, as a volunteer for a candidate running for elected office is predictable from those who have you contributed money to candidates running for elected office. Questionnaire Items 8 and 9 have a correlation coefficient of 1.00 and coefficient of determination of 1.00.

This means that 100% of respondents who have participated in an organization that seeks to resolve social, economic and political injustices are predictable from those who have sought to improve their community by addressing social, economic, and political injustices. Questionnaire Items 70 and 71 have a correlation coefficient of .815 and a coefficient of determination of .664, which indicates that 66% of the variance of those who were exposed to political issues or discussions held in their home is predictable from those whose parent or guardian was involved in political activities.

The Westheimer & Kahne (2004a) study argues that the manner in which young people learn of existing strengths and weaknesses of societal arrangements is behaviorally distinguishable as a program outcome along three dimensions: personally responsible citizens, participatory citizens, and justice-oriented. Although respondents in this study report high levels of voting in local and presidential elections—arguably the gold standard of American citizenship, this indicates a noteworthy degree of *personally responsible and participatory citizenship*.

In contrast, many respondents did not report a significant degree of *justice-oriented* citizenship in communities. Viewed within the context of the Westheimer & Kahne (2004a) study, it appears that respondents who participated in the youth citizenship seminar are not currently devoting much of their time and personal resources to an examination of the root causes of society's social, economic and political issues. Since many of the questionnaire respondents who have participated in the YCS program are relatively young, which suggests an early focus on career and family development, sufficient time and resources to devote to justice-oriented activities is like to manifest more in the future.

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Chapter 5

Findings, Conclusions, & Recommendations

Introduction

Studies that link youth socialization and citizenship programs with positive developmental outcomes have increased throughout the last ten years. Many of the programs that exist to socialize young people into self-sufficient adult citizens have received limited systematic review. The programs which have received such attention shows little consensus regarding what the domain of citizenship actually encompasses. This study used constructs put forth by Westheimer & Kahne (2004a) to survey 242 adults who participated in a weeklong youth citizenship seminar at a private Christian university between 1986 and 2006.

In contrast to other disciplines, program evaluation scholars distinguish pathways to economic self-sufficiency from other pathways to citizenship (Connell, Kubisch, Schorr, & Weiss, 1995). Evaluation scholars observe that individual success in becoming economically self-sufficient is both a widespread and popular goal in the United States. Moreover, those who can provide for themselves economically receive recognition from society as demonstrating their value as citizens in the most fundamental manner—self care. Paying taxes and consuming goods and services without financial assistance from others does not necessarily sustain the common good or seek to involve themselves beyond minimum expectations. Consequently, when youth socialization programs encourage young people to get involved in community well-being as adults, and act in a socially responsible manner, those programs are often seeking behavior that is beyond the prevailing expectations of American capitalistic society (Connell, et al., 1995).

Findings

The study finds that former seminar participants demonstrate noteworthy levels of *personally responsible* and *participatory citizenship*, but less involvement in *justice-oriented* citizenship activities. Voting by respondents who were exposed to political issues or discussions held in their home was significant at the <0.05 level. Voting by respondents whose parents were active politically was significant at the <0.01 level.

The study used Cronbach's alpha coefficient to determine the degree to which questionnaire items were in fact measuring the same underlying construct as defined by the literature. An alpha coefficient of .842 was found for those questionnaire items measuring the domain of *personally responsible citizenship*. A coefficient of .799 was derived for those questionnaire items measuring the domain of *participatory citizenship*. *Justice-oriented* citizenship had a alpha coefficient of .750. Taken together, the questionnaire items used to answer specific research questions were both reliable and valid for measuring the underlying constructs surrounding each research question.

Exactly 415 individuals who attended the seminar during the study period consented to participate in the study. The study had a response rate of 58%. Two hundred forty-two (242) individuals completed the self-administered questionnaire: 154 females, 88 males. Forty percent of those completing questionnaires participated in the seminar during the 10-year period 1986 through 1995: 54 females and 43 males. The other 60% of respondents participated in the seminar during the decade 1996 through 2006: 90 females and 51 males. There were no statistical differences found among those respondents who participated in the seminar by decade or by realm of civic engagement.

Respondents reported high levels of academic achievement. There were more college graduates (*N*=80) among those surveyed than any other level of education. Although statistical significance was found for respondents in the *participatory* and *personally responsible* realms by respondents who were both exposed to political issues or discussions within their homes, this exposure did not extend to theirs parent being politically active. In fact, political involvement by parents was reported by respondents as being either *rarely* (*N*=81), *never* (*N*=73), or *sometimes* (*N*=44). By extension, it appears that although the parents of respondents were not themselves politically active, those parents did hold discussions on political issues in the home, and those discussions may have influenced the level of education obtained by respondents. As stated earlier, those political discussions did influence the degree of involvement by respondents in both the *participatory* and *personally responsible* realms, as both measured by the voting frequency of respondents and confirmed by the statistically significant findings. Respondents vote in both national and local elections at levels that exceed the U. S. national average.

Most respondents (*N*=195) having *never* volunteered for a candidate running for elected office. Twenty respondents characterize their effort as *sometimes* (8%). Sixteen individuals (7%) report *rarely* volunteering for a candidate. As a result, the majority of respondents (*N*=231) have *never* volunteered for a candidate running for elected office. Five individuals (2%) report that they *often* volunteer for political candidates. Four respondents (2%) report that they *always* volunteer for candidates running for an elective office.

Respondents do not report noteworthy levels of being the *justice-oriented* citizen as put forth by Westheimer & Kahne (2004a). To these scholars, this type of citizen actively weighs varied opinions and arguments, interacts with the prevailing social, economic and political forces, and looks for the essence of social issues. Generally, these citizens do not align themselves with particular political perspectives, and does not seek to impart a fixed set of truths or critiques regarding the structure of society. Justice-oriented citizens actively promote goals in sometimes-contentious political arenas.

The cumulative frequency and percentage distributions and coefficient of determination tables (Appendix J) show that relatively few respondents express their justice-oriented citizenship by their involving themselves in protest marches, demonstrations, or letter writing campaigns. Only two respondents (1%) report *always* having done so. Twenty-four individuals (10%) do so *often*. Another 47 respondents (19%) do so *sometimes*. The majority of respondents (*N*=169) do so *rarely*, or *never*. Forty-nine individuals (20%) report *rarely* involving themselves in protest marches, demonstrations, or letter writing campaigns. The largest block of respondents (*N*=120), *never* involve themselves in protest marches, demonstrations, or letter writing campaigns.

Conclusions

Similar to other global endeavors (Ruget, 2006) that seek to foster adult civic involvement by focusing on adolescent development, YCS typifies scholarly notions of youth development as a process or approach in which young people become competent and develop competencies necessary to meet life's challenges. Most of these notions identify specific desired outcomes that young people need to achieve or critical tasks they must accomplish in order to achieve these positive outcomes.

Other programs show strong program approaches and effective procedures to improve youth outcomes but do not show reliable effectiveness due to limitations in research designs and the limited research capacity evident within many youth serving organizations. Community and university researchers could benefit by working collaboratively with youth programs to produce effective research designs and to devote more time to assessing the impact of youth programs.

This study shows that the didactic and participatory nature of the YCS program focuses heavily on promoting American hegemony and democratic way of life. Thus, the program facilitates the lives of young people into adult citizens who may one day act as preservers of American society. However, the finding that former YCS participants have yet to involve themselves fully in their communities, beyond voting, is worthy of additional systematic examination.

Recommendations

Southern California is arguably the most diverse geographical area in the United States. The relatively modest level of involvement of nonwhite youth from Southern California in YCS, until the last decade, seems a noteworthy area of inquiry. The popular media often portrays nonwhite young people as problems who manifest significant emotional and cognitive deficits. These negative perceptions of nonwhite youth are not indicative of the notions found among positive youth development scholars, as indicated earlier. The work of these scholars shows that most nonwhite youth want to contribute their talents and time appropriately. If given a meaningful opportunity to do so, young people may become actively involved in their communities. Once involved, those young people may pursue those opportunities with their peers and families enthusiastically.

The plethora of public and private schools located in the region, many of which have sizeable numbers of nonwhite youth among their body of students, suggest that YCS program stakeholders investment the time to seek-out those schools and their diverse populations for inclusion in the program. Consideration of other program models and approaches may add value to the design and implementation of YCS. For example, when scholars Laedwig & Thomas (1987) examined the participation 4-H Club alumni and a control group of nonmembers, they found that 4-H alumni are twice as likely to be involved in civic affairs as adults, and are more likely to be involved as officers and committee members of groups than nonmembers are. Such comparative inquiry may add value to YCS stakeholders as they contemplate the future direction of the program.

Summary

Stakeholders of YCS now have some assurance beyond anecdotal feedback from former participants regarding the degree of civic involvement of the young people who had exposure to the program. Former participants vote in significant numbers. By that standard alone, former participants actually have become active citizens in a manner indicative of other adults in the population.

By co-locating business and civic leaders with young people from throughout Southern California, YCS appears to provide a significant opportunity to practice structured interaction with their peers, many of whom were unknown to each other at the start of the program. Such structured interaction among peers cultivates age-appropriate tolerance and understanding among individuals. Such a program is also the source of considerable cognitive and emotional development among young people and among others with whom they interact.

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APPENDIX A

Civic Involvement and Leadership Survey

CIVIC
INVOLVEMENT
and
LEADERSHIP
SURVEY

After reading each question, circle the number that most closely matches your response and, if appropriate, circle the yes/no responses.

	Never	Rarely	Some-times	Often	Always
1. Since you were old enough to vote, how often have you voted in both local and presidential elections?	1	2	3	4	5
1a. Did you vote in the first national election that occurred after your 18th birthday?				Yes	No
2. How often in the last two years, have you worked as a volunteer for a candidate running for elected office?	1	2	3	4	5
3. How often, in the last two years, have you contributed money to candidates running for elected office?	1	2	3	4	5
4. How often, in the last two years, have you made financial contributions to candidates for public office who advocate resolving social, economic, and political injustices	1	2	3	4	5
5. How often during the last two years have you contacted or interacted with a governmental agency at the local state of federal level?	1	2	3	4	5
6. In the past two years, how often have you taken part in a protest march, demonstration, or letter writing campaign on some national or local issue (other than a strike against your employer)?	1	2	3	4	5
7. How often, in the last two years, have you participated in an organization that seeks to resolve social, economic, and political injustices?	1	2	3	4	5
8. How often, in the last two years, have you sought to improve your community by addressing social, economic, and political injustices?	1	2	3	4	5
9. How often, in the last two years, have you sought to organize others to address social, economic, and political injustices?	1	2	3	4	5

10. Have you ever run as a candidate for an elected government office? Yes No

How often do you: (Circle the number on the scale which most closely matches your response and, if appropriate, circle the yes/no responses.)

	Never	Rarely	Some-times	Often	Always
11. How often in the last year, have you attended church synagogue or other religious services or activities?	1	2	3	4	5
If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?		Yes		No	
If a member, have you served on the board or have been an officer of the organization any time during the past five years?		Yes		No	

	Never	Rarely	Some-times	Often	Always
12. Participate in a political party, or organizations such as the Republican or Democratic Party?	1	2	3	4	5
If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?		Yes		No	
If a member, have you served on the board or have been an officer of the organization any time during the past five years?		Yes		No	

	Never	Rarely	Some-times	Often	Always
13. Participate in social or cultural organizations such as fraternity, sorority, book clubs, Junior League, or museum memberships?	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
14. Participate on sports teams or clubs?	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
15. Participate in service clubs or organizations such as Kiwanis or Lions Club International?	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
16. Participate in business or professional organizations	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
17. Participate with youth groups such as YCS, 4-H, or Girl Scouts?	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
18. Participate in a neighborhood or community associations, homeowners' or condominium associations, or block clubs?	1	2	3	4	5

If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Yes No

If a member, have you served on the board or have been an officer of the organization any time during the past five years? Yes No

	Never	Rarely	Some-times	Often	Always
19. Participate in organizations that provide health and human services such as the American Cancer Society and United Way?	1	2	3	4	5
If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?		Yes		No	
If a member, have you served on the board or have been an officer of the organization any time during the past five years?		Yes		No	

	Never	Rarely	Some-times	Often	Always
20. Participate in educational organizations such as an alumni group or PTO?	1	2	3	4	5
If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?		Yes		No	
If a member, have you served on the board or have been an officer of the organization any time during the past five years?		Yes		No	
21. How often, in the last two years, have you sought to learn from those who hold different perspectives on social, economic, an political issues?	1	2	3	4	5
22. How often, in the last two years, have you participated in a discussion of the root causes of social, economic, an political issues?	1	2	3	4	5
23. Since your participation in YCS, how often have you thought about the connection among social, economic, and political issues	1	2	3	4	5

Now we would like you to remember back to your high school years. Please check those activities you remember participating, and if you remember doing them before YCS and/or at an during your senior year of high school. For example, if you gave a speech during Junior Year, and participated in a debate in Forensics Club during Senior Year, you could check both blocks for the first question. (Check appropriate space if applicable):

	High School Before YCS	During Senior Year
24. Participating in any public speaking, demonstration, show and tell, or presentation type activity?	_____	_____
25. Meet and/or interact with elected officials?	_____	_____
26. Participate in officer training or some type of program which focused on planning and/or conducting a meeting?	_____	_____
27. Participate in events that focus on the roles and responsibilities of a citizen, such as a trip to the state capital or Washington, DC?	_____	_____
28. Participate in community service activities?	_____	_____
29. Help to plan or organize fundraising efforts?	_____	_____
30. Have opportunities to teach or mentor younger people?	_____	_____

Now we would like you to think back to the summer between Junior and Senior year of high school and reflect about your week at Youth Citizenship Seminar (YCS).

31. Did the environment at YCS with respect to location, dress, behavior, etc. take you out of your comfort zone? Yes No

Please check those activities you remember participating in, and if you remember doing it during or after YCS.

	During	After
32. Communicate with a speaker	_____	_____
33. Meet and/or interact with counselors	_____	_____
34. Meet and/or interact with a new friend	_____	_____
35. Discussed the five points of light (Vision, Integrity, Courage, Education, and Service)	_____	_____
36. Encouraged a fellow student to apply for YCS	_____	_____
37. Personally connected with and became motivated by seminar topics	_____	_____
38. Communicated outcomes of Rap Group Meetings	_____	_____
39. Communicate with Dr. Runnels	_____	_____

40. Please rank from 7 being the greatest positive impact to 1 being the least impact on you the following YCS components during and after the event. For example, Speakers 7; New Friends 6; Campus 5; Rap Group 4; Five points of Light 3; Topics 2: and Counselors 1

_____ Speaker(s) including Dr. Runnels

_____ Counselors

_____ New friends (Fellow Participants)

_____ Five points of light (Vision, Integrity, Courage, Education, and Service)

_____ Seminar Topics

_____ Rap Group Meetings

_____ Pepperdine University Campus

During your high school years, how often did you (Circle the appropriate number on the scale):

	Never	Rarely	Some-times	Often	Always
41. Attend religious services?	1	2	3	4	5
42. Participate in religious sponsored groups?	1	2	3	4	5
43. Participate in a political party, club or organization?	1	2	3	4	5
44. Participate in a social or cultural organization outside of school?	1	2	3	4	5
45. Participate in a sports team or club?	1	2	3	4	5
46. Help organize or conduct neighborhood or community events (e.g., carnivals,	1	2	3	4	5
47. Give help (e.g. money, food, clothing,, rides) to others who needed it?	1	2	3	4	5
48. Write a letter to a school or community newspaper or publication?	1	2	3	4	5

When you were in high school, how often (Circle the number that closest matches your answer):

	Never	Rarely	Some-times	Often	Always
49. Were political issues or discussions held in your home?	1	2	3	4	5
50. Was your parent/guardian involved in political activities?	1	2	3	4	5
51. Was your parent/guardian involved in community organizations and events?	1	2	3	4	5

Please give the demographic information about you.

52. Please check your highest level of education achieved:

_____ High School Graduate
_____ Some college
_____ College graduate
_____ Some graduate work
_____ Master's Degree
_____ Ph.D, M.D., D.D.S., or J.D.

53. What is your current occupation? _____

54. What is your age?_____
_____

55. Please check:
_____ Male
_____ Female

56. Please check the categories that apply to your ethnicity:

_____ American Indian or Alaska Native
_____ Asian
_____ Black or African American
_____ Hispanic or Latino/a
_____ Native Hawaiian or Pacific Islander
_____ White

57. What year did you graduate from high school?_____

58. What year did you attend YCS?_____

59. Please provide any further comments with respect to YCS impacting your life as a citizen and/or as a leader._____
_____
_____
_____
_____

Thank you for completing the survey!

APPENDIX B

Chancellor Runnels Letter to Former YCS Participants

Dear

Greetings from Pepperdine University! We trust that you are well and thriving, and engaged in pursuits that perhaps were just ideas when you participated in the Southern California Youth Citizenship Seminar (YCS) on our Malibu campus. Does that eventful summer between your junior and senior years in high school seem long ago?

It is hard to believe that 2007 marks the 30th anniversary of YCS! In recognition of this milestone, my office is taking time to reflect on the significance that YCS had on the lives of the thousands of young people who have participated since 1977. To this end, I have commissioned a study, not only in an effort to find our YCS alumni, but to determine and document how the wisdom you gained from YCS and its speakers has influenced your life and career journey. Thank you in advance for your willingness to share your thoughts and opinions on what YCS meant to you.

Enclosed you will find a pre-paid postcard requesting your current contact information. Please take a moment to complete it and drop it in the mail. If you would prefer to communicate via the internet, a URL has been provided. It is my hope your thoughts will be a part of this study and be documented with the history of YCS, so that students who follow in your footsteps may benefit from your insights. As an added incentive, all respondents will be added to a drawing pool from which a $25 iTunes gift card, a $25 Amazon gift card, and a $25 Starbucks card will be awarded.

Two Pepperdine University doctoral students, Melvin L. Musick and Steve Kirnon, will be your study touch point. Once your information is received, they will forward a formal survey to you. These men will be in direct contact with my office regarding their findings, but should you wish to contact me personally, please do not hesitate to e-mail me! (Charles.Runnels@Pepperdine.edu)

Please know that this study is very important to me. Our country's survival depends upon how our young people, tomorrow's leaders, embrace the significant challenges they will face at every turn. It was our hope for you, as it is today, that YCS would provide an opportunity to better prepare young people for their quest as the future leaders of America. Your response will make a difference!

Please never forget my message to you: dream big! In fact, "Dream the Impossible Dream"! And remember, dreams do not have deadlines. Be in touch!

Cordially,

Charles B. Runnels
Chancellor Emeritus

Enclosure

APPENDIX C

Respondent Letter #1

Dear Former Youth Citizenship Seminar ("YCS") participant:

Our names are Melvin Musick and Steve Kirnon. We are the two Pepperdine University doctoral students referenced in the letter to you from Dr. Charles Runnels. First, we appreciate your willingness to participate in our survey. The survey is designed for former graduates of the Southern California Youth Citizenship Seminar ("YCS"). Therefore, you are invited to participate. Your participation is completely voluntary and you may decline to answer any of the questions. However, we hope that you are comfortable answering all of the items on the survey.

This survey explores your involvement and leadership roles within your community since your participation in YCS. All of your answers are anonymous and confidential. We have purposefully designed each step of this process so that your identity and your responses will never be together after you return the survey. Lastly, only the aggregate, analyzed data will be shared and communicated. No individual answers will be shared by us.

Included with this letter is a survey that contains both questions and statements regarding where you are now with your life and your opinion about a rage of topics. You also have the option of completing and submitting the survey on-line. It should take approximately thirty minutes to complete the survey.

Since this survey is part of the research being conducted in partial fulfillment of the requirements for our dissertation, you will have access to the aggregate, analyzed results upon completion. Your responses to the items on the survey will help us and other stakeholders determine how to enhance the civic involvement and leadership of young people.

Thank you for taking the time to answer the items on the survey. By returning the survey, you are acknowledging that you are agreeing to participate in this survey. If you agree to participate, please return in the enclosed envelop or submit on-line your completed survey by _____. If you have any questions or concerns regarding the survey, please do not hesitate to contact us at _____.

The link below will take you to the anonymous survey:

Regards,

_____ _____

Melvin Musick Stephen Kirnon

Note to Participants:
I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dean Margaret J. Weber, Ph.D., at Margaret.Weber@pepperdine.edu, or Melvin L. Musick, or Stephen N. Kirnon, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I may contact Dr. Stephanie Woo, Ph.D., Chairperson of the Graduate and Professional Schools IRB, Pepperdine University, at (310) 568-8554.

APPENDIX D

Respondent Letter #2

Dear Former Youth Citizenship Seminar ("YCS") participant:

Our names are Melvin Musick and Steve Kirnon. About two weeks ago, we invited you to participate in a survey designed for former graduates of the Southern California Youth Citizenship Seminar ("YCS"). Since this note will be sent to everyone, I thank you if you have already returned or submitted your survey.

Your input is very important. We know that you are busy; however, your feedback is important to us. Spending 30 minutes to complete the survey will help enhance the civic involvement and leadership of young people.

As a reminder, your participation is completely voluntary and you may decline to answer any of the questions. All of your answers are anonymous and confidential. Thank you for taking the time to answer the items on the survey. By returning the survey, you are acknowledging that you are agreeing to participate in this survey. If you agree to participate, please return in the enclosed envelop or submit on-line your completed survey by _____. If you have any questions or concerns regarding the survey, please do not hesitate to contact us at _____.

The link below will take you to the anonymous survey:

Regards,

_____ _____

Melvin Musick Stephen Kirnon

Note to Participants:
I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dean Margaret J. Weber, Ph.D., at Margaret.Weber@pepperdine.edu, or Melvin L. Musick or Stephen N. Kirnon, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I may contact Dr. Stephanie Woo, Ph.D., Chairperson of the Graduate and Professional Schools IRB, Pepperdine University, at (310) 568-8554.

APPENDIX E

Respondent Letter #3

Dear Former Youth Citizenship Seminar ("YCS") participant:

Our names are Melvin Musick and Steve Kirnon. This will be the last invitation to participate in a survey designed for former graduates of the Southern California Youth Citizenship Seminar ("YCS"). Since this note will be sent to everyone, I thank you if you have already returned or submitted your survey. If you have not returned or submitted your survey, please join your other former participants who did return their survey.

Your participation is completely voluntary and you may decline to answer any of the questions. However, we hope that you are comfortable answering all of the items on the survey.

This survey explores your involvement and leadership roles within your community since your participation in YCS. All of your answers are anonymous and confidential. We have purposefully designed each step of this process so that your identity and your responses will never be together after you return the survey. Lastly, only the aggregate, analyzed data will be shared and communicated. No individual answers will be shared by us.

Included with this letter is a survey that contains both questions and statements regarding where you are now with your life and your opinion about a rage of topics. You also have the option of completing and submitting the survey on-line. It should take approximately thirty minutes to complete the survey. Your responses to the items on the survey will help us and other stakeholders determine how to enhance the civic involvement and leadership of young people.

Thank you for taking the time to answer the items on the survey. By returning the survey, you are acknowledging that you are agreeing to participate in this survey. If you agree to participate, please return in the enclosed envelop or submit on-line your completed survey by _____. If you have any questions or concerns regarding the survey, please do not hesitate to contact us at _____.

The link below will take you to the anonymous survey:

Regards,

_____ _____

Melvin Musick Stephen Kirnon

Note to Participants:
I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dean Margaret J. Weber, Ph.D., at Margaret.Weber@pepperdine.edu, or Melvin L. Musick, or Stephen N. Kirnon, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I may contact Dr. Stephanie Woo, Ph.D., Chairperson of the Graduate and Professional Schools IRB, Pepperdine University, at (310) 568-8554.

APPENDIX F

GPS IRB Provisional Approval Letter

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

October 1, 2007

[redacted]

Protocol #: E0907D09
Project Title #1: ***Creating Citizens for American Society: The Pepperdine University Youth Citizenship Seminar***
Project Title #2: ***Inspiring Citizenship and Leadership: Youth Citizenship Seminar***

Dear Mr. Musick and Mr. Kirnon:

Thank you for submitting your applications, *Creating Citizens for American society: The Pepperdine University Youth Citizenship Seminar* and *Inspiring Citizenship and Leadership: Youth Citizenship Seminar*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Margaret Weber, have done on the proposal. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

I am pleased to inform you that your proposed research project has been granted ***Provisional Approval*** by the GPS IRB. This means that there are some issues in your application that require clarification or modification before full approval can be granted. These are outlined below. *You cannot begin to recruit participants for your study until you address these issues and receive full approval for your study.*

GPS IRB Comments:

Draft Letter #1, #2, and #3: Please add the following statement to the end of each of the three Draft Letters:

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact (*insert name and contact information for faculty supervisor and researchers)* if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Stephanie Woo Ph.D. Chairperson of the Graduate and Professional Schools IRB, Pepperdine University, at 310-568-8554.

Civic Involvement and Leadership Survey Approval: Please submit a copy of the written approval to use and modify the instrumentation that was originally created by Dr. Van Horn in order to create your questionnaire.

Please revise your application items in conjunction with your dissertation chair so that the issues outlined in this letter are addressed, and then resubmit 2 copies of your revised application items to Jean Lee, GPS IRB Manager. Please highlight any changes made in the application items (e.g., in bold-faced print or a different color ink). Your application should be accompanied by a cover letter that details the changes you have made.

Should you have questions about this letter, you may contact me at (310) 258-2845 or at swoo@pepperdine.edu

Sincerely,

Stephanie M. Woo, Ph.D.

Stephanie Woo, Ph.D.
Chair, Graduate and Professional Schools Institutional Review Board
Graduate School of Education
6100 Center Drive
Los Angeles, CA 90045

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Ann Kratz, Human Protections Administrator
Dr. Farzin Madjidi, Member, Graduate and Professional Schools IRB
Ms. Jean Lee, Manager, Graduate and Professional Schools IRB
Dr. Margaret Weber
Ms. Christie Dailo

APPENDIX G

GPS IRB Final Approval Letter

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

October 16, 2007

[redacted]

Protocol #: E0907D09
Project Title #1: ***Creating Citizens for American Society: The Pepperdine University Youth Citizenship Seminar***
Project Title #2: ***Inspiring Citizenship and Leadership: Youth Citizenship Seminar***

Dear Mr. Musick and Mr. Kirnon:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your studies *Creating Citizens for American society: The Pepperdine University Youth Citizenship Seminar* and *Inspiring Citizenship* and *Leadership: Youth Citizenship Seminar*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. As noted previously, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Based upon review, the GPS IRB has determined that **your proposed study is exempt from further IRB review.**

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

The goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. If notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Please refer to the protocol number denoted above in all

Civic Involvement and Leadership Survey Approval: Please submit a copy of the written approval to use and modify the instrumentation that was originally created by Dr. Van Horn in order to create your questionnaire.

Please revise your application items in conjunction with your dissertation chair so that the issues outlined in this letter are addressed, and then resubmit 2 copies of your revised application items to Jean Lee, GPS IRB Manager. Please highlight any changes made in the application items (e.g., in bold-faced print or a different color ink). Your application should be accompanied by a cover letter that details the changes you have made.

Should you have questions about this letter, you may contact me at (310) 258-2845 or at swoo@pepperdine.edu

Sincerely,

Stephanie M. Woo, Ph.D.

Stephanie Woo, Ph.D.
Chair, Graduate and Professional Schools Institutional Review Board
Graduate School of Education
6100 Center Drive
Los Angeles, CA 90045

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Ann Kratz, Human Protections Administrator
Dr. Farzin Madjidi, Member, Graduate and Professional Schools IRB
Ms. Jean Lee, Manager, Graduate and Professional Schools IRB
Dr. Margaret Weber
Ms. Christie Dailo

APPENDIX H

Instrument Pilot Test Letters

Melvin L. Musick

April 4, 2007

Professor Jamie S. Cruz
Department of History
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Dear Jaime:

Our recent conversation about the attached questionnaire was very helpful. Our "think-aloud" session was especially beneficial. Your experience writing questionnaires for a variety of respondents, conducting tryouts, and item analysis, will be helpful to us as we move along in the dissertation process. Your familiarity with the constructs this tool measures is another benefit to having you involved. Our interests revolve around the following issues:

- Validity
- Question content
- Question wording
- Response format
- Question placement

If you have additional questions or concerns with piloting this questionnaire with five of your students, do not hesitate to contact me.

We know that time is scarce for you and you students at this time of year, so you have our thanks for your time and effort.

Kind regards,

Melvin

Enclosure

Melvin L. Musick

April 4, 2007

George N. Suel Jr., Ed.D.
Professor of History & Political Science
Santa Clarita College
15702 Rosehaven Lane
Santa Clarita, CA 91387

Dear George:

Our recent conversation about the attached questionnaire was very helpful. Our "think-aloud" session was especially beneficial. Your experience writing questionnaires, conducting tryouts, and item analysis, will be helpful to us as we move along in the dissertation process. Your familiarity with the constructs this tool measures is another benefit to having you involved. We are most interested in the following issues:

- Validity
- Question content
- Response format
- Question wording
- Question placement

Once you have decided on a date and time, you can rely on me to attend your class session to answer questions as we discussed. If you have additional questions or concerns with piloting this questionnaire with five of your students, do not hesitate to contact me.

We know that time is scarce for you and you students at this time of year, so you have our thanks for your time and effort.

Kind regards,

Melvin

Enclosure

APPENDIX I

Completion Certificate: Human Participants Protection Education

Completion Certificate

This is to certify that

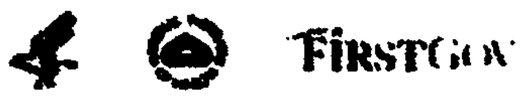
Melvin L. Musick

has completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), on 09/19/2007.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov



APPENDIX J

Frequency Distribution & Coefficient of Determination Tables

Table 4

Ethnicity (*N*=238)

	N	%
Asian	32	14
Black or African American	8	3
Hispanic or Latino	29	12
Native Hawaiian or Pacific Islander	4	2
Multicultural	17	7
White	148	62

Table 5

Age (*N*=241)

Age Class	Frequency	Cumulative Frequency	Cumulative Frequency Percent
19 – 21	49	49	20
22 – 24	41	90	37
25 – 27	52	142	59
28 – 30	35	177	74
31 – 33	28	205	86
34 – 36	30	235	98
37 – 39	6	241	100

Table 6

Organizational Participation (*N*=241)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	90	90	37
Rarely	42	132	54
Sometimes	44	176	72
Often	42	218	89
Always	23	241	100

Table 7

Voting (*N*=241)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Always	109	109	45
Often	71	181	74
Sometimes	37	218	89
Rarely	11	229	94
Never	13	241	100

Table 8

Volunteering (*N*=240)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	195	195	81
Rarely	16	211	88
Sometimes	20	231	96
Often	5	236	98
Always	4	240	100

Table 9

Voting by Gender (*N*=241)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Always	67	42	67	42	57	47
Often	51	20	118	62	79	69
Sometimes	23	14	141	76	87	84
Rarely	5	6	146	82	92	98
Never	7	6	153	88	100	100
Total	153	88				

Table 10

Contributions for Injustices (*N*=242)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	192	192	79
Rarely	21	213	87
Sometimes	21	234	96
Often	4	238	98
Always	4	242	100

Table 11

Contributions to Candidates (*N*=241)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	124	60	124	60	81	68
Rarely	11	13	135	73	88	82
Sometimes	13	11	148	84	96	95
Often	3	3	151	87	98	98
Always	2	1	153	88	100	100
Total	153	88				

Table 12

Volunteering by Gender (*N*=240)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	127	67	127	67	83	76
Rarely	9	7	136	74	88	84
Sometimes	11	9	147	83	95	94
Often	3	2	150	85	97	96
Always	2	3	152	88	100	100
Total	152	88				

Table 13

Protest March Participation (*N*=242)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	120	120	50
Rarely	49	169	70
Sometimes	47	216	89
Often	24	240	99
Always	2	242	100

Table 14

Contributions for Injustices by Gender (*N*=241)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	125	66	125	66	81	75
Rarely	13	8	138	74	89	84
Sometimes	12	9	150	83	97	94
Often	1	3	151	86	98	97
Always	2	2	153	88	100	100
Total	153	88				

Table 15

Efforts to Improve Injustices (*N*=241)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	63	63	26
Rarely	48	111	46
Sometimes	55	166	69
Often	45	211	88
Always	30	241	100

Table 16

Political Discussions (*N*=238)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	18	10	18	10	12	12
Rarely	40	25	58	35	38	41
Sometimes	47	25	105	60	69	70
Often	34	15	139	75	91	87
Always	13	11	152	86	100	100
Total	152	86				

Table 17

Coefficients of Determination

Variables	COD
Q1 & Q70	.274
Q3 & Q4	.500
Q8 & Q9	1.00
Q70 & Q71	.664
Q70 & Q72	.664
Q71 & Q72	1.00

Table 18

Protest March Participation by Gender (*N*=242)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	77	43	77	43	50	49
Rarely	33	16	110	59	71	67
Sometimes	30	17	140	76	90	86
Often	13	11	153	87	98	99
Always	1	1	154	88	100	100
Total	154	88				

Table 19

Contributions (*N*=241)

Scale	Frequency	Cumulative Frequency	Cumulative Frequency Percent
Never	185	185	77
Rarely	24	209	87
Sometimes	24	233	97
Often	6	239	99
Always	2	241	100

Table 20

Organizational Participation by Gender (*N*=241)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	66	28	61	28	41	32
Rarely	24	18	85	46	57	52
Sometimes	25	19	110	65	73	74
Often	25	17	135	82	89	93
Always	18	6	153	88	100	100
Total	153	88				

Table 21

Efforts to Improve Injustices by Gender (*N*=241)

Scale	Frequency		Cumulative Frequency		Cumulative Frequency Percent	
	Female	Male	Female	Male	Female	Male
Never	43	20	43	20	28	23
Rarely	27	20	70	40	46	46
Sometimes	34	21	104	61	68	70
Often	26	19	130	80	85	91
Always	22	8	152	88	100	100
Total	152	88				

Table 22

Education (*N*=241)

Education Level	Frequency	Cumulative Frequency	Cumulative Frequency Percent
High School Graduate	4	4	2
Some College	54	58	24
College Graduate	80	138	57
Some Graduate School	34	172	71
Master's Degree	46	218	90
Doctorate or Professional Degree	23	241	100